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ABSTRACT

Nine hundred twenty-four references (in English) and 198 references (in French) published in Canada on special education are included in the bibliography. Citations represent works from 1974 to 1980 on the following topics: identification, assessment, and treatment; mainstreaming; programs and services; rights of exceptional children; stereotyping, labeling, and attitudes; teaching strategies and materials; adolescents with problems; communication disorders; emotional disturbance; epilepsy; giftedness; hyperactivity; learning disabilities; mental handicaps; socioeconomic disadvantage; and special education teacher roles, responsibilities, and training. Author, title, and publisher information is sometimes followed by a brief description. (CI)

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SPECIAL EDUCATION IN CANADA

This bibliography draws together in one place references to materials in the large and complex field of special education published in Canada since 1974. Both general materials on programs, services, problems and issues and more specific materials on various forms of exceptionality are included. The entries are arranged alphabetically under topical subheadings and have been annotated wherever possible.

As there are some problems of terminology in the special education field, brief explanations of the types of materials included under each subject heading are provided in the list of contents.

The special education field is one in which a considerable amount of material has been published in the French language. For this reason, French entries have not been interspersed with English entries, as in previous bibliographies, but have been printed separately, in reversed format. The numbering of entries, however, does not begin again with the French section, but continues from the last number in the English section.

Sources consulted in preparing this bibliography include Canadian Education Index (CEA), Directory of Education Studies in Canada, (CEA) and Onteris (Ontario Government).

Books and articles marked with a single asterisk are held in the CTF Library. The Library is also purchasing microfiche copies of the ERIC documents available. A double asterisk appears beside these titles, indicating the material is available on loan in microform only.

This bibliography was prepared in the George G. Crookery Memorial Library by Mrs. Marita Moll.

Geraldine Gilliss
Director
Research and Information Services

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A. SPECIAL EDUCATION IN GENERAL

IDENTIFICATION, ASSESSMENT AND TREATMENT

- * 1. Ashbury, D.J. C.E.C. summer camp 1974. Lighthouse 2:24-7 Sum'75.

A successful summer camp for exceptional children (i.e., children whose lifestyle was modified due to a handicapping or disabling condition) sponsored by the Newfoundland Council for Exceptional Children is described.

- * 2. Baine, David. Learning disabilities: a matter of definition. ATA Magazine 59:1:12-15 Nov'78.

The question of definition is fundamental to the whole field of learning disabilities. Each definition developed has different implications for assessment, classification, treatment, research, social perception, training of personnel, legislation and distribution of financial resources. Various elements of a definition are discussed.

3. Behrens, Lot Ted. Personality Correlates of Underachievement. Ph.D. thesis, University of Calgary, 1977. 178 p.
4. Bell, Joan. Identification of Kindergarten Children with Learning Problems. M.Ed. thesis, University of Saskatchewan, 1977.
5. Bloom, Barbara. Early intervention and child exceptionality. Venture Forth 5:1-6 Spr'74.
6. Bloom, B., and others. The SEEC Pre-School Project: A Home-Based Intervention for Exceptional Children. Regina: University of Saskatchewan. Unpublished staff study.

This study is a demonstration project examining the effects of a home-based early intervention project where parents are the primary deliverers of the educational intervention. Children included in the project could be categorized as manifesting hearing impairment, visual impairment, language delay and/or disability, mental retardation, emotional disturbance, multiple handicaps or being "at risk" for such handicapping conditions.

- * 7. Blowers, E.A., and J.G. Paterson. Teacher, the counsellor and other children. School Guidance Worker 32, no.1:13-16 Sept-Oct'76.

Different kinds of exceptional children are discussed, along with behaviours which bring them to the attention of all specialists in the educational milieu.

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- * 8. Boyd, R.D. Parent intervention in the education of the pre-school handicapped child. Mental Retardation 24:17-20 Jy'74.

This article describes the Portage Project in rural Wisconsin designed to assist children who exhibit significantly delayed development in the areas of motor, self-help, social, language or cognitive behaviour and who are under the age of six. The program provides a home teacher who visits approximately fifteen children weekly and who teaches the parent how to teach the child; the parent then works with the child throughout the week.

- * 9. Bravi, Dr. Gerald. Learning disabilities: the intuitive syndrome. Manitoba Educational Research Council Research Bulletin 25 Apr'79.

The author examines the current definitions of learning disabilities and finds them extraordinarily vague. The success of learning disabilities specialists in remedying problems seems to result from their special ability to use general education techniques and not from their knowledge of neurological dysfunction and its treatment. Another factor contributing to the success of special education programs seems to be the empathic treatment of the child by the specialist. There is very little evidence to support the claim that neurological dysfunction is a major factor in inhibiting achievement.

- * 10. Briard, Fred. K. Counselling parents of children with learning disabilities. Alberta Counsellor 7:2:19-25 Sum'78.

Helping parents form more realistic expectations relieves a major source of environmental stress on a learning disabled child. This will in turn enable him to profit more from special education opportunities provided to alleviate learning disabilities. This article focuses on the issues that arise in counselling the parents of children with such disabilities.

11. Brown, G.L. Pre-kindergarten readiness inventory. Reporting Classroom Research 4:8 Nov-Dec'75.

- * 12. Butler, S.R. Predictive antecedents of reading disability in the early years of schooling. BC Journal of Special Education 3:3:263-274 Fall'79.

This study, carried out in Australia, is an attempt to improve the predictive efficiency of an earlier group of tests administered to new school entrants in 1967 in the United Kingdom.

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- * 13. Canadian Association for Children with Learning Disabilities. Learning Disabilities: Information Please. Quebec: CACLD, 1978.

This information kit is a collection of articles written by outstanding educators on contemporary topics in the field of learning disabilities. It is intended to provide an overview to parents, teachers, and other professionals on the varied approaches and conflicting interpretations that exist in the field of learning disabilities.

- * 14. Chapman, James W., and others. The learning disabled student: an educational dilemma. Teaching Atypical Students in Alberta (TASA) 7:4:30-37 Spr'78.

The provision of special educational services for learning-disabled children is one of the most rapidly expanding programs in Canadian education today. From the chaos of differing definitions, countless classificatory characteristics and numerous pre-packaged remedial programs, teachers and special educators are required to select means of identifying the "learning disabled" child, and of assisting him or her in overcoming the learning difficulties identified. Five major problem areas and some possible remedial approaches are discussed.

- * 15. Commission on Emotional and Learning Disorders in Children. One Million Children — the CELDIC Report. Toronto: Leonard Crainford for the Commission, 1970. 521 p.

This Commission was established to conduct a comprehensive, nationwide study of the needs of children with emotional and learning disorders and the services available to them. It was the first major study in Canada of the care of exceptional children which included both educational and social services. Some of the recommendations made in the Report include integration in planning the services for children with exceptional needs and coordination of effort at all levels of government and between the public and the voluntary sectors of these services. The Commission also recommended that the responsibility for setting the standards and providing the funds for services should rest with the federal and provincial governments and that the responsibility for the delivery of these services in accordance with the needs and priorities must rest with the local community. Services must be coordinated and comprehensive and not limited by either diagnosis or category of disability.

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- * 16. Cook, James W. Serving the hard-to-serve: a diagnostic and prescriptive teaching model for special educators. Special Education in Canada 51, no.1:22-25 Fall'76.

A diagnostic and prescriptive teaching model which addresses the needs of children with rare and unexplained learning disabilities is described. The Illinois Regional Resource Centre No. 7, designer of the model, has also designed a series of variations which render the model adaptable to a wide range of local needs and resources. Of special significance for Canadian educators is the flexibility of the model with respect to its potential for funding and implementation by several local boards acting together. It can also be adopted by associations such as teachers' organizations which stand to benefit materially from supporting in-service training that produces demonstrable benefit to the receiving teachers and their students.

17. Crawford, Patricia. Intervention at the Grade 2 Level. Willowdale: North York Board of Education, 1975. 16 p. ON00721.

This study assesses the effectiveness of the Intervention Program for identified pupils with learning disabilities at the end of grade two.

- * 18. Csapo, Marg, and Janet Webster. Guidelines to evaluating special education programs. BC Journal of Special Education 2:2:131-139 Sum'78.

A rationale is presented for the evaluation of special education programs. Some of the practical problems which make long term research evaluation difficult can be circumvented by including the evaluation component in the program design. Various models, alone or in combination, give comprehensive feedback to the evaluator whose purpose is to provide information for data-based decision making for program improvement.

- * 19. Dettmer, Ruth. Too many don't grow out of it. Educational Courier 48:2:18-19 Nov'77.

A case is presented for early diagnosis and intervention where learning problems are suspected.

- * 20. Dopson, Richard. Should a learning disability be a lifestyle disability? BC Teacher 58:4:151-153 Mar-Apr'79.

The importance of screening and diagnosis of children with potential learning problems at an early age is discussed.

Identification, Assessment and Treatment

- * 21. Ducharme, David J., A.J. Homeniuk, and Carol Reich. Children with learning problems: Medvedeff study. Reporting Classroom Research 8:2:2 Mar-Apr '79.

The Medvedeff system for early identification of children with learning problems is discussed. Results of a study conducted between 1974 and 1978 in grades K-2 of the Brant (Ontario) Roman Catholic School System on the implementation of this system are presented.

22. Ducharme, David J., and R.L. Toutant. Evaluation of the Brant R.C.S.S. System Approach to Early Identification of Children with Learning Problems. Report on Program Implementation and Change in Teacher Activities. Kitchener: Ontario Institute for Studies in Education, Midwestern Centre, 1977. 70 p. ON01217.

Data were collected on the following aspects of the implementation of the Medvedeff early identification program for children with learning disabilities: training events, preparation of individual teachers, follow-up activities, availability of materials, availability of teacher aides and/or parent volunteers, perceived support by central office personnel and principals, level of use and general implementation patterns.

- * 23. Eaton, Marie. Parents as tutors: Help or hindrance for the learning disabled. BC Journal of Special Education 2:4:279-284 Wtr '78.

Learning disabled children need extra instructional help. A parent tutoring program can provide supplementary assistance to students. Guidelines for developing a structured tutoring program are offered to ensure that tutoring will be profitable to both parent and child.

- * 24. Education of handicapped under study. Saskatchewan Bulletin 42, no.14:8 Apr '76.

The Saskatchewan Department of Education takes steps to involve parents of handicapped children in decision-making processes pertaining to their children's education.

- * 25. Frost, Ruth. Some problems of early childhood education for the handicapped children. Teaching Atypical Students in Alberta 3, no.1:26-43 Fall '73.

The difficulties involved in establishing preschool education programs for exceptional children, especially in the area of psychoeducational assessment and program planning, are discussed.

Identification, Assessment and Treatment

- * 26. Frost, Ruth, and Berry P. Frost. Learning disabilities: a problem area. Canadian Counsellor 12:2:106-111 Jan'78.

School counsellors in their daily work are faced with the investigation of children with "learning disabilities". This article attempts to delineate the major problems in the area, which are those of definition, prevalence, aetiology and remediation, and to suggest ways out of the current "morass".

27. Fruson, E.F. Underachiever -- his characteristics and the effect of counselling. Guidelines 10:12-15 Wtr'74.
28. Gamlin, Peter. Final Report: An Assessment of the Family as a Critical Component in the Remediation of Comprehension Skill Deficits. Toronto: Ontario Institute for Studies in Education, 1978. 68 p. Unpublished staff study.

This project involved a training program for the remediation of learning problems, and demonstrated that significant changes in the cognitive behaviour of nine-year old children could be achieved. The study also demonstrated that the five major objectives of the research could be realized; these concerned (1) family participation (2) the developmental thinking model with respect to materials analysis (3) creating an enjoyable learning environment (4) relevance for educational practice and (5) the ability of the program to facilitate abstract thinking.

29. Gershman, Janis S. The Evaluation of Special Education Programs: Past Attempts and Present Directions. Toronto: Toronto Board of Education, 1975. 28 p. ON00554.

Problems in special education are illustrated, and attempted improvements and changes in special education are described and evaluated. Areas of discussion include: the self-contained classroom approach versus a more integrated approach, socioeconomic factors, the difficulty of evaluating programs and current trends. New models of special education are presented.

30. Gershman, Janis S. A Follow-up Study of Graduates of the Perceptual and Behavioural Special Classes. Toronto: Toronto Board of Education, 1976. 35 p. ON00742.

This study was designed to follow-up the educational placement of all students who entered either Special Program -- Perceptual or Special Program -- Behavioral in 1970 and 1971 and to determine how the graduates of those programs were coping academically and socially in regular classes.

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31. Gershman, Janis S., and Edgar N. Wright. Student "Flow-Through" in Special Education. Toronto: Toronto Board of Education, 1975. 13 p. ON00545.

This study was conducted to evaluate the success of the special education program by determining the percentage of the students returned to a regular classroom.

32. Grekin, Ruth R. Orthomolecular Psychiatry: The Treatment of Learning Disabilities with Megavitamin Therapy. M.A. thesis, University of Toronto, 1976.
- * 33. Hardy, Madeline, and others. Special education placement and review procedures. Special Education in Canada 53, no.3:18-21 Spr'79.

A number of individual admissions committees for various types of special education classes operated by the Board of Education for the City of London were amalgamated to form a unified Program Placement and Review Committee. This article sets out the policy, committee structure and responsibility, admission criteria for each type of class and voting criteria. Copies of the application form, the parental consent and information-sharing form, and the form for the Individual Education Plan are appended.

34. Haverstock, Lynda. Concomitants of Teacher Referrals and Recommendations for Placement of Exceptional Children. M.Ed. thesis, University of Saskatchewan, 1977.
- * 35. Hawke, W.A. Learning disabilities. Canada's Mental Health 22:3-4 Je'74.

The author takes a critical look at the methods of assessment and remediation of learning disabilities.

36. Hedges, H.G., and H. Andrews. Cross-Age Tutoring Project. Toronto: Ontario Ministry of Education, 1975. 46 p.

This report documents a project conducted in Sir Wilfrid Laurier Secondary School in Hamilton, Ontario, in which a Grade 13 class, as part of a course in Sociology of the Family, employed a curriculum which trained the secondary school students to use a problem-solving model in dealing with the learning difficulties of primary children with whom the secondary school students worked regularly as volunteers on a one to one basis.

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37. Jackson, O.A. Opportunity Class Survey: The Effectiveness of the Program. Hamilton: Hamilton Board of Education, 1978. 12 p. Unpublished staff study.

A review of the goals and objectives of opportunity programs as seen by principals and by teachers of opportunity classes.

- * 38. Janzen, H.L. Early recognition, informal diagnosis and remediation suggestions for children with learning disabilities. Alberta Counsellor 5, no.1:88-99 Spr'75.

The concepts of "normalcy" and deviation from "normalcy" are discussed. Some symptoms of potential learning disabilities are listed. Some remedial techniques are suggested.

- * 39. Janzen, H.L. "Normal" learning problems: diagnostic remedial and therapeutic interventions. Alberta Counsellor 7:2:31-34 Sum'78.

Early indicators of learning disabilities are discussed. Exercises to develop deficient areas are presented.

- * 40. Janzen, H.L. Problem of slow learners. Alberta Counsellor 6, no.1:17-23 Fall'76.

The definition and characteristics of slow learners are discussed as well as appropriate educational programs.

- * 41. Janzen, H.L., and F.J. Boersma. What is normal? Teaching Atypical Students in Alberta (TASA) 5:22-33 Fall'75.

The authors stress that the concept of normalcy is directly related to individual background, experience and growth pattern. For anyone to assume that all children of a given age must achieve a certain standard belies the evidence that shows a great range of development and abilities at any given age. Children with learning disabilities are "normal" children. The disabilities they show are signs that their strengths have yet to be developed. Indicators of various problems and exercises to develop various skills are given.

42. Jarman, Ronald F. Early detection and remediation of learning disability. Mental Retardation Bulletin 6:1:49-50 1978.

43. Keeton, Anne. Policies and Procedures for the Assessment of Exceptional Children in Ontario Schools. Toronto: Ontario Institute for Studies in Education, 1978. 16 p. Unpublished staff study.

This speech, presented to the Conference on Students with Learning Disabilities, argues that if all boards throughout the province do not establish explicit policies and procedures and do not systematically apply them for the identification, assessment, and placement of special children, they may lose the right to do so.

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- * 44. Kendall, David. Sheep or goats? Learning disabilities and educational services for children with special needs: a Canadian perspective. BC Journal of Special Education 1:1:57-72 Wtr'77.

Transcript of a paper read at the First National Conference on Learning Disabilities, Ottawa, October 1977. The author discusses some of the important issues in the education of learning disabled children in Canada.

- * 45. Kershner, John, and others. Megavitamins and learning disabilities: a limited, double-blind field test. Canada's Mental Health 25, no.1:32-34 Mar'77.

The authors conducted a small, double-blind, pilot investigation of the effectiveness of large doses of vitamins C, B3, B5 and B6 with a heterogeneous sample of learning disordered children. They found no support for megavitamin treatment prescribed for undifferentiated groups of learning disordered children. Moreover, no conclusive or tentative research was found to indicate that massive vitamin consumption under any circumstances could produce increments in children's learning ability.

46. Kershner, John, and R. Grekin. Nutrition and Learning Disabilities: A Review of Treatment Approaches, and a Pilot Study of a High Protein and High Vitamin, Low Carbohydrate, Sugar-Free Diet with Learning Disabled Children. Toronto: Ontario Institute for Studies in Education, 1976. 15 p. Unpublished staff study.

47. Kysela, G., and others. Early education project: a home and school approach to the early education of handicapped children. New Horizon 11, no.3:26-31 Spr'77.

- * 48. Lamrock, Arthur L. Delivery of educational services for exceptional children: some considerations. School Guidance Worker 32, no.1:23-6 Sept-Oct'76.

The success of a special education program is largely dependent on two main factors: (1) the special education system must develop a wide range of organizational strategies and instructional methodologies to meet the variety of needs of exceptional children; (2) the educational system must be able to provide an extensive range of expert support services and be able to develop and maintain a co-operative working relationship between those resource personnel and the community.

- * 49. Learning disabilities may lead to delinquency. Education B.C. 4, no.6:1+ Sept'76.

Discusses the need for teachers to be trained to recognize and deal with learning disabilities at an early stage. Failure to treat learning disabled students often results in the students' frustrations being taken out on society later on.

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50. Leong, C.K. Detection of children with learning problems: some considerations. Mental Retardation Bulletin 5, no.1:3-8 Spr'77.
- * 51. Li, Anita K.F. Learning disabilities: a review essay. Journal of Educational Thought 11:3:253-263 Dec'77.

This essay outlines briefly the historical development of the field of learning disabilities and describes its present status with a discussion of selected major issues and controversies. The review ends by describing some of the emerging trends and future directions.

- * 52. Lungfiel, Erhard. Special ed links education with rehabilitation. Special Education in Canada 49, no.3:7.

Special education is no longer limited to school age as a special science for a certain period of life. It must be understood as a special branch of the different rehabilitation sciences. The teacher belongs to a team of experts who are partners of the handicapped.

- * 53. Many boards adopt early identification method. Ontario Education Dimensions 11:5:7 Mar-Apr'78.

A method of early identification of learning problems developed through four years of Ministry funded research at the Windsor Board of Education has been adopted by 20 other boards across Canada. A brief description of the method and sources of further information for interested educators are given.

54. Massachusetts Association for Children with Learning Disabilities. What's wrong with Joey? Today 7:1:17-20 Fall'77.

- * 55. McKenna, John. Special ed holds new vistas for children. Special Education in Canada 49, no.3:4-5+ Spr'75.

The author discusses various handicaps which prevent children from benefiting from the ordinary education system. Some of their special needs are outlined.

- * 56. McLaughlin, T.F. Observational recording procedures for the special education teacher. BC Journal of Special Education 3:2:147-152 Sum'79.

This paper describes some observational procedures that can be employed by the special teacher or learning assistant. The recording procedures discussed are: (a) interval recording; (b) time sampling; (c) random time sampling; (d) frequency recording; and (e) pupil self-recording. Each procedure is discussed in terms of its practicality for the teacher and the accuracy of the system of measurement in the classroom. Potential solutions for problem areas with regard to observational recording are included.

Identification, Assessment and Treatment

57. McLeod, J. Psychometric Identification of Children with Learning Disabilities. Saskatoon: University of Saskatchewan, 1978. 79 p.

This monograph considers the need for a quantitative approach to the identification of students with learning disabilities, considers some of the formulae that have been and continue to be used, and finds them to be arbitrary and generally invalid. The monograph goes on to suggest other ways in which a meaningful and useful interpretation of learning disability can be obtained. A formula for the initial identification of learning disability is developed and its possible use discussed.

- * 58. McLeod, H.J. Children with learning disabilities. Alberta Counsellor 4:28-33 Spr'74.

Some of the causes of learning disabilities and forms of remediation are discussed.

- * 59. Mittler, P. Language development in the mentally handicapped: I. Research Directions. II. Educational Aspects. in Silverman, H., and K.G. O'Bryan (editors). Perspectives on Learning Disability. Papers presented at the First Annual International Symposium on Learning Problems sponsored by OISE and the Ontario Ministry of Education, Toronto, February 1972. Toronto: OISE, 1973. pp.51-101.

The author approaches the learning disabilities question through a consideration of the role of language. He argues that language development is a meeting point for researcher and practitioner, since a complex group of interrelated skills embodying much more than just speaking are needed. Psychological tests should not be under the sole jurisdiction of psychologists, who tend to use them only for placement purposes. Teachers should be taught to use and interpret these tests so that they can plan their own remedial programs.

- * 60. Moon, P. Learning disabilities -- an early look. Learning Resources 3:14 Sept'75.

Many learning disabilities can now be identified at the kindergarten level. Teachers should be aware of the symptoms.

- * 61. Muskat, Jack, and Otto Weininger. Madison Avenue School offering hope for troubled children. Orbit 9:2:15-17 Ap'78.

Madison Avenue School accepts only children who are unable to profit from normal schooling. A program is described which attempts to provide a program for each child according to his academic capabilities as well as his social and emotional needs.

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- * 62. Narrol, H., and D.G. Bachor. Introduction to Feuerstein's approach to assessing and developing cognitive potential. Interchange 6, no.1:2-16 '75.

This article describes a form of intelligence testing which assumes that the potential of a "retarded performer" may be greater than his demonstrated knowledge. This approach is known as "dynamic testing" and involves "testing in the act of learning".

- * 63. Norris, C.H. Special education and guidance. School Guidance Worker 30:4-9 Jy-Aug'75.

The author calls for a closer relationship between guidance and special education. A lack of communication exists because special education usually begins at the kindergarten level while guidance programs are not well established until the senior elementary school level. On the other hand, special education programs are minimal at the secondary school level. Ideally, both should begin in kindergarten and continue as needed to Grade 13.

- * 64. North, Joe. Identification of students with learning handicaps. Teaching Atypical Students in Alberta (TASA) 7:4:38-40 Spr'78.

The use of rating scales to identify pupils with learning disabilities is discussed.

65. Norton, Lois. The Efficacy of Early Identification and Treatment of "At Risk" Kindergarten Children. M.A. thesis, McGill University, 1977. 134 p.

The study examined a kindergarten screening and treatment program in relation to reading achievement at grades 1 to 4.

- * 66. O'Bryan, K.G. Pupil success can be predicted early. Ontario Education Dimensions 10, no.5:1,8 May-Je'76.

The findings of the Windsor Early Identification Project are reported. The research results indicated that it was possible to identify children who were at risk in the educational system at an early age, and that several performance scores and behavioural traits could provide a very good estimate of subsequent reading readiness.

- * 67. O'Bryan, K.G. Windsor Early Identification Project. Toronto: Ontario Institute for Studies in Education for the Ministry of Education, 1976. 109 p. ON00565.

This research was aimed at the early identification of children who might have difficulty coping with the beginning school experience, or of those who might need special programs

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to meet their exceptional capabilities. Over a three-year period a stable, consistent, and effective pattern of identification procedures was developed by combining the professional skills of educators, the medical profession, psychologists, and researchers who obtained extensive educational, health, and social history assessments through interaction with the parent and child. Follow-up discussions with project personnel indicated that the bringing together of child, parent, and teacher at an early stage was beneficial to all.

- * 68. Pancer, Karen. Slow learners said not to be necessarily stupid. Saskatchewan Bulletin 44:7:8 Nov 30'77.

For various reasons, many of them emotional, slow learners cannot keep up the pace that has been established by some of their colleagues. Their problem is related to speed, not intelligence.

- * 69. Perkins, Stanley A. Learning disabilities, some of the issues. Education Canada 16, no.1:38-43 Spr'76.

This article begins with a discussion of the characteristics, definition, prevalence and identification of learning disabilities. This is followed by an explanation of types of delivery systems for special education, teacher qualifications, the need for resource rooms and special instructional materials, parent involvement in programs, and the team approach to special education.

- * 70. Pihl, R.O. Recent evidence of physical abnormality in children with learning disabilities. McGill Journal of Education 14:3:353-365 Fall'79.

The idea that the difficulties of "learning-disabled" children have a physical explanation rather than a purely psychological one has been in prolonged abeyance, but has recently experienced a powerful resurgence. Pihl reviews recent findings from a number of fields in physiology, and adds to them an account of his own discovery that these disabilities appear to be strongly related to the presence in the body of above-normal levels of certain elements -- not only lead, but also lithium and others. These developments point to the clear prospect of our developing forms of intervention by nutrition and other physical means that may bring success where purely educational interventions have faced apparently intractable problems.

71. Planning your child's education: you belong on the team! Do's and don't's for parents. Edmonton Association for Children with Learning Disabilities Newsletter 10:8:3-7 Dec'78.

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- * 72. Polack, Eddy. Teachers cope with many learning disabilities. Saskatchewan Bulletin 43, no.6:4 Nov 15'76.

Many children suffer from differing degrees and intensities of learning disabilities brought about by many different factors. It is important for teachers to be able to recognize true learning disabilities and know the causes.

- * 73. Rawlyk, Shirley A. Effective use of consultative services in the schools. Education Canada 17, no.2:9-13 Sum'77.

The author points out that consultants are often used incorrectly. The basic process is outlined. Ways of implementing effective programs are discussed.

- * 74. Reid, Isabelle C. A parent's agony. ATA Magazine 59:1:18-22 Nov'78.

The author describes her personal frustrations in seeking assistance for her learning disabled child. The need for better parent-teacher communication and the assistance provided by the Association of Children with Learning Disabilities is stressed.

- * 75. Reid, Isabelle C. View from here. Alberta Counsellor 5, no.4:14-16 Spr'76.

The author provides a description of characteristics of a learning disabled child.

76. Response to proposed Canadian definition (of learning disabilities). Edmonton Association for Children with Learning Disabilities Newsletter 10:4:6-9 Mar'78.

- * 77. Ricks, Jim. How to organize services around kids: do's and don't's for keeping the systems oiled. BC Journal of Special Education 2:2:115-119 Sum'78.

The author explains ways in which networks of service or special mechanisms for the delivery of services operate.

- * 78. Rodrigue, Aurélien. Study of pupils with severe learning disabilities. Meqnews :23:19 Ja'78.

The report of a 2 year study dealing with the characteristics, nature, frequency and diagnosis of, as well as help given to, children with severe learning disabilities is reviewed.

79. Rourke, Byron P. Issues in the neuropsychological assessment of children with learning disabilities. Canadian Psychological Review 17, no.2:89-102 Apr'76.

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- * 80. Silverman, H., and K.G. O'Bryan (editors). Perspectives on Learning Disability. Papers presented at the First Annual International Symposium on Learning Disabilities sponsored by OISE and the Ontario Ministry of Education, Toronto, February 1972. Toronto: OISE, 1973. 109 p.

Prominent international psychologists in the field of learning disabilities discuss areas of needed research and current questions of definition, diagnosis and investigation of learning difficulties. For individual papers included see numbers 59, 83, 93, 259, 603 & 604.

81. Sixteen tests that may be used in diagnosis. Edmonton Association for Children with Learning Disabilities Newsletter 10:7:2-5 Oct-Nov'78.

- * 82. Sky, Laura. Notes on "Tomorrow's children". This Magazine 10, no.2:16-17 Apr-May'76.

This article presents a review of a 15 minute documentary film made by the National Film Board dealing with children in various "special education" classes in Toronto.

- * 83. Smith, L., and H. Goldstein. Evaluation and research in large-scale curriculum development. in Silverman, H., and K.G. O'Bryan (editors). Perspectives on Learning Disability. Papers presented at the First Annual International Symposium on Learning Problems sponsored by OISE and the Ontario Ministry of Education (Toronto), February 1972. Toronto: OISE, 1973. pp. 39-50.

Drs. Smith and Goldstein approach the problem of the mentally retarded child from the point of view of curriculum development. They feel that four elements are primarily concerned: the home environment of the learner, the learning environment, the behavioral characteristics of the learner, and learning outcomes based on social learning characteristics. Their work has several direct applications to the problems encountered by the learning disabled child. The authors suggest the importance of teacher involvement in the development and evaluation of curricula and argue the need for provision of a comprehensive curriculum to facilitate continuity of instruction so that children are more readily able to cope with, and adapt to, the demands of general society.

- * 84. Staples, Leonard A. Follow-up Survey in 1974 of Students Who Were in Opportunity Classes in 1970-71. Hamilton: Hamilton Board of Education, 1974. 11 p. ON00762.

Data collected from the school records of 166 students in opportunity classes in 1970-71 chart the progress of students with regard to 1974 grade level, class placement, etc.

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85. Stennett, Richard G., and others. A Follow-Up Survey of Special Learning Class Students. London: London Board of Education, 1975. 11 p. ON00826.

This study indicated that special learning classes had provided helpful experiences for most students although about one-half of those surveyed were still having difficulty with language skills.

86. Sum, Lan Kwan. An Investigation of the Relationships Between the Acadia Test of Developmental Abilities and the Myklebust Pupil Rating Scale for Identifying Learning Disorders. M.Ed. thesis, Acadia University, 1976. 130 p.

This study involved 154 third grade students in seven elementary schools of Chester District, Lunenburg County, Nova Scotia. The students and learning disorders identified by the Acadia Test of Developmental Abilities were identical with those identified by the Myklebust Pupil Rating Scale. Since the ATDA and PRS showed a high positive correlation for identifying learning disorders in children either instrument may well supplement the other.

- * 87. Tagg, G. Learning disabilities -- too much, too soon. ATA Magazine 55:27-29 Nov-Dec'74.

Methods now being used to classify students as "learning disabled" are inadequate and unreliable.

88. University of Saskatchewan. Institute of Child Guidance and Development. Psychometric Identification of Children with Learning Disabilities. Saskatoon: 1978. 79 p.

- * 89. Viel, Paul J. Plain talk about learning disabilities. Prime Areas 21:2:48-50 Wtr'79.

The author believes that the confusion and uncertainty surrounding the definition and identification of learning disabilities stems from the fact that learning disabilities are being treated as a separate category of learning problem rather than as a generic concept. To say that a child has a learning disability should mean simply that the child shows significant problems in one or more areas of academic performance. A further breakdown of the concept contributes little to the practical problem of deciding what or how to teach the child.

90. Virgin, Albert E., and Patricia Crawford. A Study of Kindergarten Teachers' Predictions of Their Pupils' Subsequent Performances and the Effects of an Intervention Program at Grade 1 Level. Willowdale: North York Board of Education, 1974. 11 p. ON00719.

The purpose of this study was to identify and help students who are most likely to experience limited success in their

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present programs, thereby preventing potential learning difficulties from becoming actual problems.

91. Vulpe, Shirley German. Vulpe Assessment Battery: Developmental Assessment -- Performance Analysis -- Individualized Programming -- for the Atypical Child. Toronto: National Institute on Mental Retardation, 1977.
- * 92. Walsh, John. Follow-up to assessment program. Education Today 4:5:4 Jan'78.

This article discusses steps being taken by various school districts in light of results of learning assessment tests.

- * 93. Wedell, K. Learning and percepto-motor disabilities in children. in Silverman, H., and K.G. O'Bryan (editors). Perspectives on Learning Disability. Papers presented at the First Annual International Symposium on Learning Problems sponsored by OISE and the Ontario Ministry of Education, Toronto, February 1972. Toronto: OISE, 1973. pp. 29-37.

Dr. Wedell suggests that the problem for the child with a learning disability is one of interaction between the child's failure to learn and the teacher's failure to teach. Such interaction, he argues, is both direct and indirect, since a handicap creates an immediate difficulty for both child and teacher as well as potential social, emotional and personality problems for the child. The indirect effects of a primary disability may in many cases exert a strong negative influence on all of the child's classroom experiences. Motor organizational difficulties, for example, are seen to affect a child's behavioral adequacy, which in turn has a considerable and unfavorable influence on a child's self image. Consequently, Dr. Wedell suggests that remedial procedures include extensive attention to behavioral inadequacies as well as to educational inadequacies. This implies a rethinking of the use of well-known tests and measures of learning disabilities. Instead of being used in the traditional way, such measures might better be viewed as providers of useful information on behavioral adequacy and be employed to build profiles of children experiencing difficulties in learning.

- * 94. Weintraub, Fred. Handicapped should not forfeit rights, equality. Saskatchewan Bulletin 43, no.6:7 Nov 15'76.

Both educational systems and professional personnel must be upgraded to deal adequately with the needs of exceptional children.

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- * 95. Williams, Barbara, and Jim Davies. Early childhood services for the handicapped: an organizational and service delivery model. Alberta Counsellor 5, no.4:5-13 Spr'76.

Detailed description of an early preventative intervention program on behalf of children with potential learning handicaps.

- * 96. Whyte, Lillian. Methode clinique: an alternative for psycho-educational diagnosis. Teaching Atypical Students in Alberta (TASA) 5:58-69 Fall'75.

This article presents an alternative to the psycho-educational assessment of exceptional children. The special education classroom teacher is offered an additional method of better understanding the learning pattern of an atypical child using a modification of Piaget's classification system.

- * 97. Wong, Bernice. The role of measurement in remediation. BC Journal of Special Education 2:3:253-264 Fall'78.

This paper focuses on the importance and relevance of measuring the remedial progress of any learning-disabled student. Procedures in such measurement and their advantages are discussed.

MAINSTREAMING

- * 98. Alozzine, Bob, and R.J. Williams. Differential attitudes toward mainstreaming: an investigation. Alberta Journal of Educational Research 23:3:207-212 Sept'77.

The issue of mainstreaming exceptional children has received considerable professional attention. Little has been done to investigate regular teachers' attitude towards inclusion of handicapped children in their rooms. This study attempted to assess classroom teachers' opinions about several factors relevant to mainstreaming. The results indicated that attitudes were different for different handicapping conditions. Some implications with regard to teacher training practices and success of mainstreaming are presented.

- * 99. Barros, Sally. Life in the fast lane: the case for integration of the pre-school handicapped child. Elements 10:6:7-9 Feb'79.

The results of several studies on the integration of handicapped children in a normal school setting are briefly discussed. An extensive bibliography is provided.

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- *100. Sembridge, Wayne. Handicapped children need options in education. Saskatchewan Bulletin 43, no.6:5 Nov 15'76.

Handicapped children should be placed on an educational continuum where they can get the maximum help for their needs and have the freedom to move in whatever direction they desire. Mainstreaming is not the solution for all handicapped children.

- *101. Caution needed before integrating handicapped. Special Education in Canada 49, no.2:18 Wtr'75.

Special education programs must be chosen to suit individual circumstances. It is important to keep all options open.

- *102. Chaiko, Bob. Special needs? Who doesn't have any! Manitoba Teacher 54, no.6:6-7 Mar'76.

The Manitoba government passed legislation to ensure that every child "with intellectual, physical and emotional handicaps would be assured appropriate educational programming in a regular program or as close to it as possible". The implications of this legislation are discussed.

103. Charette, Anne-Louise. Mainstreaming: issues and implications. Mental Retardation Bulletin 6:1:43-47 1978 and New Horizons 12:2:6-9 Sum'78.

- *104. Dice, Thomas. Broader view needed on integration of handicapped. Saskatchewan Bulletin 42, no.17:3 My 28'76.

The viewpoint of the executive of the Council for Exceptional Children on integration programs is presented. It is maintained that the handicapped have some right of choice to educational programs. The main barriers to successful integration do not have to do with programs or instruction -- they have to do with attitudes.

105. Doll, G.F. Classroom integration: concerns and cautions. Mental Retardation Bulletin 2, no.3:108-11 Fall/Wtr'74-75.

- *106. Dressler, Gloria. The challenge facing teachers. ATA Magazine 59:1:24-26 Nov'78.

The essential elements of an integrated special education program are presented.

- *107. Fleming, Francis. Is special education really necessary? BC Journal of Special Education 1:1:5-10 Wtr'77 and Viewpoint 14:2:9-11 Wtr'78.

The author criticizes an educational system which creates failures at a very early age by not being flexible and not

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responding to individual needs. Non-grading rather than failure or special classes is seen as the only solution.

108. Funk, J. Special education: integration or segregation? Is there a third alternative? Guidelines 11, no.2:14-17 Je'74.
- *109. Fine, S. A high proportion of maladjusted preschool children in a group of normal preschoolers -- results and implications. Canada's Mental Health 22:3-4 Dec'74.

An examination of the effect of the peer group on preschoolers. Describes a nursery school program in which the behaviour of several disturbed and handicapped preschoolers was modified in a group of 10-12 "normals".

- *110. Hardy, Madeline. Special educational problems are not impossible. Saskatchewan Bulletin 43, no.6:4 Nov 15'76.

The continued blurring of the distinctions between special education and regular education hold the only solution for many children with special needs. Many methods originally developed for special education are now being used in regular classrooms -- individualized programming, small group instruction, etc. -- to the benefit of all students.

- *111. Heydorn, Bernard. Integration versus segregation in special education: issues and innovations. Comment on Education 6, no.4:10-15 Apr'76.

A discussion of the pros and cons of various integrated and segregated special education programs.

- *112. Holcomb, Roy, and Edward Corbett, jr. Mainstream -- the Delaware approach. Special Education in Canada 52, no.1:12-15 Fall'77.

Mainstreaming will not do away with the special schools and programs for the hearing impaired. The special schools and programs should be centres for directing and promoting mainstreaming properly for all concerned. To do otherwise, as now practised in some places, is folly.

113. Integrated education in Italy. Mental Retardation 28:4:27-28 Oct'78.

114. Jack, B. From segregation to integration. Guidelines 11, no.2:18-21 Je'74.

- *115. Kindrachuk, M.J. What is the principle of normalization? Saskatchewan Administrator 8:15-19 May'74.

The concepts of normalization and integration are discussed at length. It is hoped that a better understanding will assist administrators in implementing such programs.

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- *116. Kolmes, Jo-Ann. Mainstreaming: a mix of reactions. ATA News 14, no.5:3 Nov 5'79.

Various experiences with mainstreaming are discussed at a learning disabilities conference.

117. Macnaughton, Marg, and Pat Fenske. Integrating special education children. Highway One 1:2:82-83 Spr'78.

- *118. Mainstreaming. Alberta School Trustee 48:3:7-8 Fall'78.

Information gathered through questionnaires on mainstreaming practices and attitudes toward mainstreaming is reported.

- *119. Martel, Jean. Children with special needs: integration rather than segregation. Megnews no.13:18 Jan'77.

The COPEX Report, which deals with children who have learning or adaptation problems in Québec, suggests that there should be a complete change in the policy which, until now, has governed measures relative to children with special needs. The report proposes that, instead of putting these children into special classes they should be integrated into regular classes. Moreover, instead of placing the emphasis on the problems experienced by children with special needs, the report argues that their talents, abilities and aptitudes must also be taken into consideration.

- *120. Maurer, Ralph. Sports day an extra special day here. BCTF Newsletter 18, no.15:14 May 24'79.

The successes, failures and problems encountered at an integrated school in BC are discussed.

- *121. McMurray, Grant. Mainstreaming policies and handicapped learners. Reporting Classroom Research 8:2:2-3 Mar-Apr'79.

Questionnaire surveys were conducted of school administrators and special education consultants across Canada and elementary school principals in Ontario to determine their views on mainstreaming.

- *122. McMurray, J.G. Attitudes of Canadian Elementary Teachers Toward the Mainstreaming of Children with Special Needs. Paper presented at the Ontario Educational Research Council Annual Meeting, Toronto, Dec. 1979. 9 p.

This paper describes a preliminary survey of Canadian teachers' perceptions of the kinds of support systems necessary if children with special needs are to be integrated in regular classes. Data were obtained from 443 regular

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public and private grade school teachers (regular and special classes) across Canada. School principals were randomly chosen from English speaking schools and they, in turn, chose two teachers from their schools, one with and one without special education training. The data in descriptive form for the total group are presented in table form for discussion.

- *123. Morris, Joan. Teachers, normalization, and the children's service division. OSSTF Forum 5:1:35-37 Feb'79.

The current trend toward integration of special children may eventually impose such impossible tasks on schools and communities that the result may be the further harming of children who need help. Governments embracing the concept of normalization must also provide the financial resources for support systems to satisfy the many special needs of exceptional children.

- *124. National Institute on Mental Retardation. Children with Special Needs in Day Care; a Guide to Integration. Ottawa: Health and Welfare Canada, 1978.

A guide for integrating developmentally delayed children into regular day care services.

- *125. Nesbit, W.C., and L.D. Karagianis. The integration of exceptional children. Journal of Education (NS) 6:2:27-29 Spr'79.

Integration must be the result of individual consideration of each child concerned. Regular class placement is not always the most appropriate nor the "least restrictive" environment. A number of key questions which must be answered in each individual case are presented.

- *126. Olensky, William. Are we on an integration bandwagon? ATA Magazine 59:1:39 Nov'78.

The principal of a school for retarded children asks that parents and school boards plan their moves carefully when implementing an integrated program.

- *127. Pancer, Karen. Segregating exceptional children may hinder development -- Taylor. Saskatchewan Bulletin 44:7:8 Nov 29'78.

Speaking to the Saskatchewan Federation of the Council for Exceptional Children, Dr. Frank Taylor, Director of Special Education for Santa Monica (California) Unified School District, explains why exceptional children should be taught in regular classrooms and gives some practical suggestions on how to handle exceptional children.

128. Ramsey, Len D., and Jean E. Clelland. Four years later -- no longer a fad: a discussion of an integrated program for children with learning problems. New Horizons 12:1:17-21 Spr'78.
- *129. Reid, Greg. Mainstreaming in physical education. McGill Journal of Education 14:3:367-377 Fall'79.

The gymnasium and the playing field seem perhaps the greatest challenge to handicapped children when they attend normal school. The "phys. ed." teacher must become a teacher of "adapted physical education", and share with the special educator a major responsibility for the success of mainstreaming. Reid explores five major tenets of mainstreaming, together with a number of its practical implications for physical education under the headings of the required personnel, individualization in large classes, the leadership competencies called for, and the problems of organization to be anticipated.

- *130. Reynolds, F. Example of integration in action: C.E. Webster School, Toronto. Mental Retardation 24:24-7 Jan'74.

Two classes from a house that served as a school for retarded pupils were moved to a nearby elementary school. Steps taken to ease the integration process and the effects of the program on mentally retarded and regular pupils are discussed.

- *131. Reynolds, Maynard C. On the implications of mainstreaming in the U.S.A.; interprofessional communication. McGill Journal of Education 14:3:317-325 Fall'79.

The word "mainstreaming" owes its prominence in education today to the Public Law (Education for All Handicapped Children Act, 1975) requiring it, for it has placed the undertaking to which this term refers so firmly on the map that there can be no evading its many and costly obligations. Reynolds discusses the new conceptualizations of the roles of teachers, school psychologists, school social workers and other school-based professionals that must be found and the new means of enhancing communication among the various professionals that must be developed. He offers three "structures" helpful to carrying on complex communications in ways which will serve the educational purposes that the Law has stipulated.

- *132. Rhodes, Clarence. Comparison of resource rooms and regular classrooms as settings for remediation of academic skills. Teaching Atypical Students in Alberta (TASA) 6, no.1:27-38 Fall'76.

The results of this study indicated that the classroom setting was unimportant for the purposes of remedial teaching. What was important was the individualization of programs for pupils in need.

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- *133. Rose, Chris. The placement of T.M.R. students in the regular elementary school: an analysis of teacher and student attitudes. BC Journal of Special Education 2:4:293-299 Wtr'78.

This study assesses the effect of integrating trainable mentally retarded students into a regular program. The social acceptance of two select groups of T.M.R. students by the students and teachers of two elementary schools was evaluated by using a questionnaire. Issues related to the pre- and post- integration process are discussed.

- *134. Safran, C. Integration and segregation in special education. Teaching Atypical Students in Alberta (TASA) 2:29-36 Fall'72.

This article presents a short philosophical discussion on the problems of integration and segregation in special education.

- *135. Sandling, Ingvar. Sweden marks tenth year of integration. Special Education in Canada 49, no.3:10+ Spr'75.

Emphasis on normalization and independence underlies special education programs in Sweden.

- *136. Selby, Lil. Integration: a challenge to all. ATA Magazine 59:1:8-11 Nov'78.

The integration of handicapped children with the regular school population requires special involvement and commitment of school personnel at all levels. Some of the extra services which will be required at various levels are discussed.

137. Sigler, Gary, and others. Children's attitudes toward handicapped students as a result of mainstreamed settings. Mental Retardation Bulletin 6:2:92-97 1978.

- *138. Silverman, H. Problems and solutions in special education: equalizing opportunities for learning. Teacher Education 14:4-15 Ap'79.

At a time when educators are discussing the idea of keeping slow learners within the mainstream of the school system, this critical survey of special education services is particularly valuable. The author makes provocative but helpful comments on inadequate testing, false labelling of pupils with learning problems and the need for specialists and teachers to work together on "new" techniques.

- *139. Tagg, Geoff. The unfolding of a dream. ATA Magazine 59:1:36-38 Nov'78.

Forced by long waiting lists to enter students in available residential facilities, a rural board successfully establishes a program to educate exceptional students of many different kinds in its regular program.

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- *140. Wakefield, Pat. ESL children in the regular classroom: delight or dilemma? Prime Areas 20:2:15-20 Wtr'78.
141. Watts, Marilyn. Brief submitted to the BCTF Committee on Mainstreaming. BC Business Educators' Association Newsletter 19:4:3-4 Mr'79.
- *142. Wiens, E. Future trends in special education. Educational Courier 45:18,20 Nov'74.

The move toward mainstreaming for mildly handicapped children has some implications for teacher training and accountability systems.

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143. Alberta. Department of Education. Planning and Research Branch. The Alberta Special Education Study. Organizing Special Education for Moderately Handicapped Pupils in Alberta Schools. Condensed Report. Edmonton: 1977. 96 p.
- *144. Armitage, Doreen. Toward the development of guidelines for learning assistance centres in British Columbia. BC Journal of Special Education 3:2:91-132 Sum'79.

Learning assistance has expanded rapidly in B.C. in the past few years. Increasing demands made upon the learning assistance teachers highlight the need for guidelines related to their role within the school. A study of the literature written in this area between 1968 and 1978 was made to study the most effective practices, and develop some guidelines that may be considered by school districts in B.C.

- *145. Brown, Lloyd, and Roberta Gillespie. Special Education. Background Report No. 4. St. John's: Newfoundland and Labrador Task Force on Education, 1979. 65 p.

The major purposes of this study are: (1) to provide a detailed study of programs in selected schools in order to make some comparisons within and across school districts as well as with other areas in Canada, (2) to pinpoint specific issues and problems with programs, (3) to make recommendations based on the findings and discussions.

- *146. Canadian Association for Children with Learning Disabilities. They Are Not Alone. Ottawa: CACLD, 1979.

On the strength of a one-year project grant from the federal Department of Health and Welfare, the Association undertook an internal analysis of its own organization and an external

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analysis to examine the services presently available in the field of learning disabilities. From this analysis the Association developed a 5-year program plan for the organization, outlining its aims, objectives and plan for action.

- *147. Cave, Trish. Fleming Report review; department and principals state views. The Yukon Teacher 3 My'79.

A report released April 1979 recommending various changes in the delivery of special education services in the Yukon territory is discussed.

- *148. Cliff, Albert. Network programming for the special class student. BC Journal of Special Education 3:3:307-311 Fall'79.

A special program for slow learners and those of limited academic potential now in operation in Saanich B.C. is described.

- *149. Csapo, Marg, and Wyn Gittins. Survey of rehabilitation programs in British Columbia. BC Journal of Special Education 3:3:227-253 Fall'79.

A survey of rehabilitation programs was conducted in British Columbia in 1978. The findings are presented under the following headings: program characteristics, student characteristics, staff characteristics, program quality, support services, program effectiveness and suggested developments.

- *150. Das, J.P. Special education in Moscow. Teaching Atypical Students in Alberta (TASA) 6, no.1:81-3 Fall'76.

In the Soviet Union, different types of learning disabilities are categorized and treated in different schools by teachers trained in that specialty. The established categories are mentally retarded, deaf, blind, autistic, epileptic, and cerebral palsied. Special schools exist also for emotionally disturbed and/or brain damaged children. A brief explanation is given.

151. Das, J.P. Upbringing and education of the special child in U.S.S.R. Mental Retardation Bulletin 4, no.1:3-9 Spr'76.

152. Edmonton Interagency Council for the Handicapped. Services in Edmonton for the Learning Disabled: 1975 (Summary). Edmonton: Edmonton Public Library, Government Information Division, 1975. 12 p.

- *153. The exceptional child. Manitoba Teacher 57:9:4-5 My'79.

This article describes Manitoba school programs trying to meet the special needs of some of the province's exceptional children.

- *154. Executive summary of the Alberta special education study. Teaching Atypical Students in Alberta 7:4:6-9 Spr'78.

This study reviewed the organizational, administrative and financial arrangements during 1975-76, and related these to both the amount and adequacy of special education services. A number of specific questions were posed to guide the several parts of the study.

155. Fleming, Francis L., and others. Guidelines: Special Education Program 1977-1978. Victoria: B.C. Ministry of Education, Integrated and Support Services, 1977. 24 p.

- *156. Fritzsche, Ursula. Learning disabilities in British Columbia: parental perspective. BC Journal of Special Education 2:1:73-76 Spr'78.

From a parental point of view, services for the learning disabled are sadly lacking in much of the educational system.

- *157. Gittins, Wyn. Individualized educational programming. BC Journal of Special Education 2:1:3-7 Spr'78.

A representative from the B.C. Ministry of Education discusses the concept and implementation of an individualized education program for all special students.

158. Government ignored plans to aid handicapped. The Deaf Canadian 4:3:16, 18 Mar'79.

- *159. International guidelines to special education. Special Education in Canada 48, no.1:3-4 Nov'73.

The 11th World Congress of Rehabilitation International sets out guidelines for the development of special educational programmes which are considered to be appropriate for all countries.

- *160. Izzard, Maurice. We're just a part of the total picture. Special Education in Canada 49, no.3:2-3 Spr'75.

Out of 300 to 400 million handicapped people in the world, only about 2 per cent receive any rehabilitative support. In North America and Europe, the handicapped have the support of a number of disciplines -- medical, therapeutic, educational

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and social services. However, problems of interdisciplinary communication and delineation of responsibility for handicapped at various ages and stages of development have yet to be solved.

- *161. Joint aid policy for handicapped: education health and resources policy statement. BCTF News 18:5:1-4 Nov 22'78.

The British Columbia Ministry of Education issues a statement recognizing the special needs of severely handicapped children which provides a clearer understanding of the programs the Ministry will sponsor to see that the educational needs of these children are satisfied.

- *162. Kobrick, Judi B., and Carol Reich. Declining Enrolments and Its Ramification for Special Education. Toronto: Commission on Declining School Enrolments in Ontario, 1978. 41 p.

This study, one of several special reports prepared for the Commission on Declining School Enrolments in Ontario, investigates the following questions: (1) what are the demographic trends within special education, the extent and causes of any decline, (2) to what extent would a decline in overall enrolment create particular problems for special education programs and (3) what needs exist in the area of professional training and what are the implications of meeting them.

163. LAFS in Central Alberta. Special Education Council News 4:6-7 Apr'74.

164. Lazar, Alfred L., and others. Organization of the USSR Institute of Defectology. Mental Retardation Bulletin 5:2:70-75 Fall'77.

165. Learning assistance study in progress. Edge 7:2:3 Oct-Nov'78.

This is a description of a survey in progress affecting 65 school districts in British Columbia.

166. Learning assistance in B.C. Edge 7:3:5 Jan'79.

The results of a questionnaire on learning assistance programs in B.C. are presented.

167. Learning assistance in B.C. — its form and functions. Edge 7:4:1 Ap-May'79.

- *168. Learning disabled focus of study. Saskatchewan Bulletin 41:8 Jan 15'75.

This article describes a new program for teaching learning disabled children who live in rural and sparsely populated areas. Under the program, regular classroom teachers receive

in-service training in coping with the educationally handicapped and resource teachers posted in each school will carry out some of the activities traditionally done by visiting consultants. In addition, parents are taught how to help children who are handicapped or potentially handicapped so that their problems are reduced when they reach school age.

- *169. MacDonald, Edgar. Three Thousand Children; A Survey of Learning Difficulties in Prince Edward Island Schools. Charlottetown: PEI Assoc. for Children with Learning Disabilities, 1977. 35 p.

The main objective of this study was to determine provincial norms for the incidence of learning difficulties experienced by children in the elementary grades and to assess the reasons for underachievement. Children identified as learning disabled were given particular attention.

170. McLeod, J. Saskatoon Rural Region Project: Final Summary Report. Saskatoon: University of Saskatchewan, 1978. 19 p. Unpublished staff study.

Three rural school units cooperatively implemented the "SEEC Model" of special education services delivery, in collaboration with the University of Saskatchewan Institute of Child Guidance and Development. This implementation required all teachers to receive pre-service and/or in-service training related to the education of exceptional children (equivalent to three semester hours), a resource teacher to be placed in each school and for the joint establishment of a Learning Assistance Centre for extended diagnosis and prescription.

- *171. Moore, Jean L. Special education in Alberta: where now? ATA Magazine 59:1:30-31 Nov'78.

The growth and development of special education in Alberta is outlined. The author speculates on future directions.

- *172. Morrisson, Gary. Towards which end? The implications for special education in the B.C. education performance program. BC Journal of Special Education 2:1:77-89 Spr'78.

After a careful literature search, the author concludes that special education programs function without a fundamental statement of intent or doctrine of ultimate motives. He urges delegates at a special education conference to work towards correcting the situation.

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173. Nesbit, W.C. Harlow: A British Focus on Special Education. St. John's, Nfld.: Memorial University of Newfoundland, Faculty of Education, 1977. 20 p.
174. Perkins, Stanley A. The Evaluation of the Learning Assistance Field Service and the Learning Assistance Centre. Edmonton: Alberta Department of Education, 1976. 260 p.
- *175. Perkins, Stanley A. Rehabilitation International -- guidelines for the future in special education. Teaching Atypical Students in Alberta (TASA) 3:90-5 Fall'73.

Guidelines in special education revised at the 12th World Rehabilitation Congress, Sydney, 1972, are outlined.

- *176. Polak, E. A View From the "Bottom Up": A Survey of Learning Disability Programs in Five Canadian Provinces. 1977. 45 p.

The professional development animator for the Quebec Association for Children with Learning Disabilities presents the results of informal interviews conducted with parents, teachers and school board officials during a cross-Canada speaking tour. The objective of the survey was to compile some information on the different definitions of learning disabilities used; selection criteria, tests and consultation processes employed in various programs; program financing and operation; and statistics on programs operating in various boards.

177. Pruden, E. Special children deserve special care. Education Manitoba 1:10-11 Apr'75.
- *178. Robens, Anneliese M. Psychological evaluation of learning disabilities in British Columbia. BC Journal of Special Education 2:1:41-46 Spr'78.

One hundred thirty-nine letters and 19 telephone calls were used to highlight some of the unmet needs of learning disabled children in British Columbia. Recommendations for dissemination of information, implementation of service delivery, child advocacy and facilitation of communication were generated.

- *179. Sarney, Jack. Canada needs resource and information centre. Special Education in Canada 49, no.3:6 Spr'75.

The International Society for the Rehabilitation of the Disabled agreed to establish an international information centre to act as a clearinghouse and a production and creation centre for the dissemination of information to all countries on the needs of the disabled. Before such a centre can be established, compatible programs in participating countries

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must be set up. Ideas for establishing a national clearinghouse on services for the handicapped in Canada are presented.

- *180. Schwartz, Arthur M. Learning Assistance in British Columbia: Its Forms, Its Functions. Vancouver: Educational Research Institute of British Columbia, 1979. 111 p.

In this study of learning assistance services, large amounts of descriptive data were collected and are presented in the main body of the report. The issues considered are: the definition of learning assistance and its relationship to special education, specifications for learning assistance at the Ministry, characteristics of programs, teachers and students, staff consultation and cooperation, and the nature of learning assistance in secondary schools.

181. Services for the handicapped. (Government report). Mental Retardation Bulletin 2, no.3:96-99 Fall/Wtr'74-75.
182. Special education for all students: Second National Congress of the Council for Exceptional Children (Canada) advocated national policy on educational options for children. Mental Retardation 27:1:16-18 Jan'77.
183. Sussman, S. Organization of Education for Learning Handicapped Pupils: A Review and Recommendation. Toronto: Board of Education for the Borough of York, 1974. 39+ p.
- *184. To help gifted and at-risks: special materials, strategies studied. Education Today 5:5:1-2 Feb'79.

Special help programs for preschool children at both ends of the learning spectrum are announced.

- *185. Torkelson, R., and J. Scarfe. Speeches (seminar on handicapped). Canadian Vocational Journal 10:5-11 Aug'74.

Three speeches delivered at the Seminar on the Vocational Rehabilitation of the Handicapped and Disadvantaged, Moose Jaw, Saskatchewan, February 1974 are reproduced. Programs and plans for vocational rehabilitation services are explained.

186. Thorstenson, R.F. Learning Assistance Centres in Vancouver Schools. Vancouver: Vancouver Board of School Trustees, Department of Planning and Evaluation, 1974. 57 p.
- *187. Tyerman, Maurice J. Aspects of special education in western Europe; a personal impression. McGill Journal of Education 14:3:289-303 Fall'79.

This survey of the state of special education across the European community shows up vast attitudinal differences from

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one end of the European continent to the other and the prevailing differences in approach between Europe and North America in the area of special education.

- 188. Vancouver School Board. Student Services. Vancouver: Vancouver School Board, 1976. 8 p.
- 189. Virgin, A.E., and P. Crawford. North York intervention program. Reporting Classroom Research 4:7-8 Nov-Dec'75.
- *190. Weinschenk, Klaus. Asia contrast: western approaches, third world radicalism. Special Education in Canada 49, no.3:8-9 Spr'75.

The author describes his visits to special education facilities in Asia.

RIGHTS OF EXCEPTIONAL CHILDREN

- *191. Aird, Malcolm. Patience, understanding help integration in uncharitable world. Reporter 4:5:21 Jan'79.

This article discusses basic human rights which are often denied to handicapped children.

- 192. Biklen, Douglas, and Robert Bogdan. Language of handicapism and the disability rights movement. New Horizon 11, no.3:13-17 Spr'77.
- 193. Bureaucrats clobber special ed. Reporter 3:5:10 Ja'78.
- *194. Canadian Association for the Mentally Retarded. Education for Retarded Children: Access? Integration? Parent Participation? Toronto: CAMR, 1977. 18 p.

The legal questions that arise from the educational exclusion or misplacement of handicapped children are the subject of this monograph. The three central issues involved are (1) the right of all children to attend or be provided some educational programming, (2) the right of all handicapped children to obtain an education in as normal a school environment as possible and (3) the right of parents to be involved in placement decisions affecting their children.

- 195. County is responsible: School Act test case. ASTA Leader 6:6:1 Aug'78.
- *196. Cruikshank, David A. From boardrooms to courtrooms: the next battleground. ATA Magazine 59:1:16-17 Nov'78.

The legal obligations of school boards toward exceptional children are discussed in the light of recent court decisions.

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- *197. An education for every child? Alberta School Trustee 48:3:5-6 Fall'78.

An Alberta court ruled that a local school board had failed in its legal obligation to educate every child by failing to provide facilities for a 10-year-old girl who was confined to a wheelchair, classified as a slow learner and had special self-care needs.

- *198. Education for the disadvantaged. Reporter 2, no.8:3 Apr'77.

The Ontario English Catholic Teachers' Association establishes an independent commission of inquiry to investigate the "real basics" of education in Ontario. It was felt that the "back to the basics" movement would only work to the disadvantage of the already disadvantaged. It is the job of the teaching profession to insist that each child has a right to an education for the sake of education itself, regardless of scholastic aptitude or economic circumstances.

- *199. Expanded special education planned for Ontario. Ontario Education 11:3:29 My-Je'79.

The Ontario Ministry of Education announces plans to amend the Education Act to make special education mandatory for all school boards in the province.

- *200. Federation of Women Teachers' Associations of Ontario. Position Paper on Special Education. Toronto: FWTAO, 1979. 54 p.

In response to proposed new legislation in Ontario regarding special education, the Women Teachers' Federation examines the issues and presents its position on various aspects of special education, including financial considerations, integration, early identification, prevention of learning problems, teacher education, education of the gifted, labelling, etc.

201. Garretson, Mervin D. The Education for all Handicapped Children Act, 1975. The Deaf Canadian 2, no.4:47-49 Jy-Aug'77.

- *202. Hardy, Madeline. Possible solutions for impossible problems. Special Education in Canada 52, no.2:12-18 Wtr'77.

The Governor for the Council for Exceptional Children in Canada speaks out on the issues facing special education in Canada today. There is a need for uniformity in legislation providing for services for exceptional children. The rights of the handicapped must be established. The federal government is urged to consider the establishing of a national policy on exceptional children, with a national bureau on exceptional children and youth. Educational delivery systems and early identification procedures must be studied more thoroughly. Public information must be disseminated which

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will lead to public acceptance of handicaps and the possibility of the normalization of the lives of the handicapped.

- *203. Keeton, Anne. Special education: a right or privilege in Ontario. Interchange 10:3:66-77, 84-86 1979/80.

This paper and its sequel address the policies and procedures for identifying, assessing, placing, and providing programs for children in special education in Ontario, both as required in the old and new Ontario Regulations 191 and 704 under the Education Act, and as they exist in practice. The purpose is to discuss how far the policies as currently formulated are adequate to meet the needs of exceptional pupils. In addition the results of a survey of 104 Ontario boards provide a picture of the variability observed across Ontario in the way school boards interpret and implement the regulations.

- *204. Keeton, Anne. Special education by mandate or by choice. Orbit 9:4:6-9 Oct '78.

In light of a court case in which an 18-year-old student successfully sued the Director of Vocational Rehabilitation Services for failing to sponsor remedial reading lessons, the author warns that school boards could soon be similarly liable if they do not examine their special education policies and take positive action.

- *205. Kitchen, Brigitte. Special education and inequality. Interchange 10:3:77-86 1979/80.

The author discusses the implications and impact of proposed legislation requiring school boards to provide special education programs.

- *206. Kyritz, Ralf. Spirit is willing -- but the tools are missing. Manitoba Teacher 56:2:3 Oct '77.

The conditions and supports necessary for the successful implementation of Bill 58, which proposes mainstreaming of children with special needs, are outlined by the provincial executive of the Manitoba Teachers' Society.

- *207. Krywaniuk, Larry W. Comparison between U.S. and B.C. legislation affecting the education of exceptional children. BC Journal of Special Education 3:3:287-306 Fall '79.

A comparison is made between the educational policies in the United States and British Columbia. The concerns of specific professional and parental groups are analyzed to determine the extent to which they agree. The major conclusions drawn are

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that educational policy in British Columbia is in need of change and that the forces needed to effect this change are emerging.

208. Learning disabilities and the law. Edmonton Association for Children with Learning Disabilities Newsletter 10:2:6-7 Feb'78.

- *209. Lee, Patrick C. Status report on child advocacy in the United States. Interchange 8:1/2:21-38 '77-78.

The author describes the child support system in the U.S., examines the need for child advocacy, gives an historical overview and presents trends in the movement. The role of child advocacy in the area of special education is discussed. Finally, implications for Canadian advocates are presented.

210. Lethbridge Association for the Mentally Retarded. School Act is thief -- robs some children. New Horizon 11, no.2:29 Wtr'76.

- *211. Manitoba Teachers' Society. Students with Special Needs. Winnipeg: MTS, 1977. 26 p.

In response to provincial legislation providing for the mainstreaming of some special students, the Manitoba Teachers' Society established a "Special Needs Committee" to consider the implications of the legislation and recommend Society policy and actions. The conclusions of the Committee are presented in this report.

- *212. Perkins, Stanley A. Educational bill of rights for exceptional children. Teaching Atypical Students in Alberta (TASA) 2:37 Fall'72.

The responsibilities of society regarding the education of exceptional children are cited.

- *213. Perkins, Stanley A. Special ed delivery gets shortchanged. Special Education in Canada 49, no.1:10-11 Fall'74.

The key to improved services in special education lies in a greater political awareness by those wanting better services for the handicapped. Their goal must be mandatory legislation with the proper financial support to provide quality special education to all children who need it, irrespective of where they live in a province.

- *214. Perkins, Stanley A. Shortcomings in the delivery of special education. Education Canada 15:18-23 Spr'75.

A plea for mandatory legislation with the proper financial support that would provide quality special educational services to all children who need them.

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- *215. Perrault, Charles. The history of Bill 58 to 1978. Manitoba Counsellor 4:3:2-13 Spr'78.
- *216. Rawlyk, Shirley A. Mandatory legislation and the special child. CEA News -:5 Nov'75.

Mandatory legislation does not guarantee the provision of special education services. A discrepancy between the numbers of children who require special services and those who receive them can be found even under mandated conditions. The author poses some important questions to be considered by educators concerned with services to the handicapped.

- *217. Rawlyk, Shirley A. Some fundamental issues in funding special education. Education Canada 17, no.1:44-8 Spr'77.

The author discusses the many complexities involved in arriving at a formula for special education funding. A set of criteria is given which can be used to evaluate the extent to which government policy and legislation are reflected in current or projected funding formulae.

- *218. Rawlyk, Shirley A. Where is it written? Special Education in Canada 53, no.1:12-15 Fall'78.

Handicapped children have the same educational rights as other children in theory but not in practice. The author illustrates some of the injustices.

- *219. Rhodes, H.C. The Alberta Special Education Study. Edmonton: Alberta Education, 1977. Complete report, 240 p. Condensed report, 96 p.

This study reviewed selected organizational, administrative, and financial arrangements during 1975-76 and related these to both the amount and adequacy of special education services for moderately handicapped pupils in Alberta schools.

- *220. Russell, Terry. Responsibility for the handicapped child. School Trustee 29, no.1:2-5 Feb'76.

Because the Saskatchewan School Act makes local school authorities responsible for the appropriate education of variously handicapped children, little effort is made to work together on common projects or share resources and information. More cooperation and discussion between school authorities on the subject of delivery of special education services is needed.

- *221. Saskatchewan Teachers' Federation. A Study Paper on the Education of Children with Exceptional Needs. Regina: STF, 1978.

222. Shelley must be taught, but how? St. John's Edmonton Report 5:38:29 Aug 25'78.

Stereotyping, Labelling and Attitudes

223. Special Education: A Manual of Legislation, Regulations, Policies and Guidelines. Regina: Department of Education, 1977. 42 p.

- *224. Special education: a brief look across the country. ATA Magazine 59:1:44-45 Nov'78.

Government policies and legislative provisions for special education services are examined across the country.

- *225. Teachers' organizations concerned with special education. ATA Magazine 59:1:46 Nov'78.

A brief look at special education policies of teacher organizations across the country.

226. Townend talks: Zone 1 conference on special education. ASTA Leader 7:3:4 Mar'79.

A discussion of a proposal for special education in Northern Alberta.

- *227. Treherne, Dave, and Shirley Rawlyk. Canadian legislative processes. McGill Journal of Education 14:3:265-273 Fall'79.

The authors trace the history of special education from its beginnings in the separation (and exclusion) of those children identified medically as different, through the educational testing movement that enabled the identification of further groups that could be segregated, to the civil rights movement that led finally through parental agitation and court cases in the U.S. to statutory regulation by the federal government. Canada has neither institutions at the federal level nor the American tradition of corrective action through the courts to make sense or justice out of the present mixture of fragmentary and uncoordinated legislation; but the way ahead lies principally through strong parental action aimed at legislators.

STEREOTYPING, LABELLING AND ATTITUDES

- *228. Arkell, R.N. Teacher awareness of stereotyping in the classroom. Special Education in Canada 52, no.4:5-6 Sum'78.

Lack of success in school does not mean lack of success in out-of-school ventures. To encourage the dissemination of information regarding the childhood handicapping conditions of famous individuals, the author has prepared a list of such people along with their condition and occupation. The author notes that a majority of these individuals had, at some time, encountered severe difficulties at school.

Stereotyping, Labelling and Attitudes

- *229. Barnett, Hildy Groberman. The learning disability "label" -- beneficial or detrimental? BC Journal of Special Education 2:2:159-166 Sum'78.

Attaching diagnostic labels to learning disabled children can add to their difficulties. It is necessary to examine the positive and negative effects of labelling. Labelling affects the self-concept of children and teacher-child relationships. The possibility of helping children within the regular class is discussed.

230. Battle, J., and others. A Longitudinal Comparative Study of the Self-Esteem of Regular Class and Special Class Students. Edmonton: Edmonton Public School Board, 1978. 15 p. Unpublished staff study.

The purpose of the project is to determine the extent to which self-esteem tends to change in groups of special education (opportunity, adaptation, pre-vocational) and regular class students over a three-year period.

- *231. Baum, Bruce, and others. Recycle: do not discard. Educational Courier 48:2:10-13 Nov'77.

As mainstreaming mildly disabled or handicapped children becomes more common, it is important for teachers to become actively involved in the enhancement of the self-concepts of exceptional children. These children, as a result of previous failures, do not view themselves positively. This attitude seriously jeopardizes their educational career.

232. Bhatti, Rajbir. Motivation in Learning Disabled and Normal Subjects. Ph.D. thesis, University of Saskatchewan, 1976.

233. Bloom, Barbara. Awareness, attitude, acceptance. Venture Forth 7, no.4:9-15 Sum'76.

- *234. Butorac, Anne. Labels do their own sad work. ATA Magazine 58, no.1:23-24 Nov'77.

Once a child is labelled "deficient", "deprived" or "disadvantaged", there is set in motion an institutionalized set of expectations, interactions and attitudes on the part of the student, teacher and community at large to prophesy failure.

235. Cabanski, Carol, and J. Jeffries McWhirter. Letter from a learning disabled child. Pathways 2, no.2:3-4 Je'77.

236. Chapman, Donald Lyle. An Analysis of Self-Concept Scores of Children Who Attended the Learning Assistance Centre. M.Ed. thesis, University of Saskatchewan, n.d.

Stereotyping, Labelling and Attitudes

- *237. Csapo, Marg. Rates of teacher approval and disapproval in "slow", "average" and "above average" classrooms. BC Journal of Special Education 2:3:265-268 Fall '78.

The Teacher Approval and Disapproval Observation Record (TAD) was used to collect data on teacher approval and disapproval in grade 3 and 4 classes categorized by principals as "slow", "average" and "above average". The hypotheses that the slower the rate of student learning the lower the rate of teacher approval, and the faster the rate of student learning, the higher the rate of teacher approval were tested.

238. Dickson, Pat. Teacher Perception of Educationally Handicapped. M.Ed. thesis, University of Saskatchewan, 1975.

- *239. Galt, Mardee. Special care -- the right of some children. BC Teacher 58:3:114-117 Jan-Feb '79.

Two handicapped people discuss the problems they experienced in school.

240. Gilbert, Kenneth Robert. Stigma of special education -- case history. Mental Retardation 27:1:24-27 Jan '77.

- *241. Goble, Norman. Schools must prepare children for adult life CEC delegates told. Saskatchewan Bulletin 43, no.6:6 Nov 15 '76.

Exceptional children are hurt most of all by those who advocate a return to the basics in school curriculum, a system based on differentiation. The exceptional child already suffers from being different and anything that emphasizes that difference increases his suffering.

- *242. Grozelle, Ellen, and Carl J. Bogner. Dark ages of education: an inside history. Orbit 10:2:20-21 Ap '79.

A former special education student recalls her disastrous school years and makes a plea for understanding and compassion for slow learners.

243. Harris, P. Using Audio-Visual Aid to Enhance Self-Concept of Slow Learners. Regina: Saskatchewan School Trustees' Association, 1974. 13 p.

244. MacDonald, Nadine. Achievement and Achievement Motivation of Special Education Students. M.A. thesis, University of Toronto, 1977.

245. McIndless, John. Being labelled. Mental Retardation 28:2:15-17 Ap '78.

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246. Ruznisky, Sonja A. The Efficacy of a Self-Concept Development Program with Regular and Special Education Elementary Students. M.Ed. thesis, University of Saskatchewan, 1977. 154 p.
- *247. Sodhi, S.S. Psycho-social aspects of the "exceptional" child. Journal of Education (Nova Scotia) 2:26-31 Fall '74.

This paper examines critically the existing special education practices in schools. The author charges that the use of the medical model of categorizing and labelling has put children in special classes where they tend to perpetuate and reinforce both the categories and the behaviour they are assumed to represent.

- *248. Trouton, Maureen. Labelling: help or hindrance? BC Journal of Special Education 3:3:275-286 Fall '79.

The categorization of exceptional children with the label of an observed disorder, or deficit, has many moral, social and educational implications for all those involved, not least for the person so labelled. Does it limit, or broaden, our perception of the child? This article examines some of the effects of labelling and the use of alternatives.

- *249. Weber, Ken. Keep it up -- you must be doing something right! Special Education in Canada 52, no.2:8 Wtr '77.

The author conducted a study to determine the attitudes of slow learners toward their teachers and schools. Previous studies had shown a correlation between low marks and negative attitudes. However, the results of this study generally suggest that slow learners in both integrated and segregated learning situations have very favourable attitudes toward their teachers. Data suggests that slow learners do realize that special efforts are being made on their behalf.

TEACHING STRATEGIES AND MATERIALS

- *250. Advani, K. Effect of the use of desk calculators on achievement and attitude of children with learning and behaviour problems (paper presented at 14th annual conference of the Ontario Educational Research Council). Vector 16:17-22 Mar '75.

The author concludes that the use of calculators can facilitate mathematics instruction in a special class, provide variety in the classroom, help release frustrations children have because of inaccessible numbers, and help teachers in individualizing math instruction.

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- *251. Alberta Teachers' Association. Special Education: A Bibliography for Alberta Teachers. Edmonton: Alberta Teachers' Association Library, 1975. 24 p.

- *252. All children can learn. Alberta School Trustee 45, no.1:25 Mar'75.

A learning assistance classroom at the University of Alberta, designed to serve student-teachers in special education and selected exceptional children who are working significantly below their grade level, is described.

253. Angus, L. A special physical education program. CAHPER Journal 45:3:36-37 Jan-Feb'79.

- *254. Armitage, Doreen. A multi-sensory approach to remediating spelling problems. Special Education in Canada 53, no.1:26 Fall'78.

This technique for remediating problems in spelling has been adapted from the Fernald method. It has been found to be most effective with pupils from grades 4 and up who have difficulty with visual memory for irregularly spelled words.

- *255. Armitage, Doreen. Neurological impress method of reading instruction. Special Education in Canada 52, no.3:23 Spr'78.

Guidelines for the implementation of a specific remedial reading program are explained.

256. Austin, P.L. Role of physical education for children with learning disabilities. CAHPER Journal 41:6-10 Nov-Dec'74.

257. Austin, Patricia L. Model for adapted physical education. CAHPER Journal 44:5:6-13 My-Je'78.

- *258. Baine, David. Direct instructional techniques for young handicapped children. Elements 9:8:6-8 Ap'78.

A brief summary and explanation of the instructional techniques on which DISTAR programs are based. The direct instructional teaching model described is a highly efficient instructional technique by which cognitive, social, motor and language skills are exercised while accommodating individual differences within group instructional situations.

- *259. Bateman, B.D. Direct instruction -- research implications and classroom applications. in Silverman, H., and K.G. O'Bryan (editors). Perspectives on Learning Disability. Papers presented at the First Annual International Symposium on Learning Problems sponsored by OISE and the Ontario Ministry of Education, Toronto, February 1972. Toronto: OISE, 1973. pp.15-28.

On the subject of the treatment of learning disabilities, the author questions the value of such concepts as aptitude

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treatment interactions, the hierarchical nature of developmental sequences and the transfer of learning, and comes to the conclusion that most learning problems would cease to exist if children were adequately taught. Hence, the author's position stresses prevention rather than cure. Prevention of difficulties in the critical area of reading can be achieved, she suggests, by a two-stage process, involving first the getting and keeping of the child's attention, and second a clear and direct presentation of the material to be learned.

- *260. Birkenshaw, Lois. Music for the handicapped child. BC Music Educator 22:2:11-14 Spr'79.

Active involvement in the music and folklore of childhood is essential in the total development of every child. Music in special education is concerned with trying to help the handicapped child overcome his problems with the aid of music in a school setting and within an educational framework. Some techniques are outlined.

- *261. Bishop, W. New program meeting special needs. School World 23:22-5 Mar-Je'74.

This article describes a program specially designed to meet the needs of children who possess average or above average intellectual ability, but are failing to achieve in school because of a learning disability.

262. Blatt, Burton. Creating environments in the special education class. Mental Retardation 28:4:2-5 Oct'78.

263. Blowers, T., and others. Compensatory Language Arts/Reading Program for Inner City Schools. Edmonton: Edmonton Public School Board Staff Study, 1978. 30 p.

Report of the fourth year of a six-year Educational Opportunities Fund project designed to provide preventive/developmental language arts/reading programs for students of average or better intellectual ability in grades 1 and 2 in eight inner city schools who manifest difficulties in the language arts/reading areas which are sufficiently severe to make normal academic progress and success unlikely.

264. Briggs, J.W., and H.H. Unrau. Strategies in the Education of Exceptional Children; Discussions and Procedures Produced by a Group of Special Education Teachers Working with Physically Disabled, Behaviourally Disordered and Learning Disabled Children. Edmonton: Glenrose School Hospital, 1975. 214 p.

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265. British Columbia Teachers' Federation. Special Education Association. Reading Ideas. Vancouver: BCTF, 1975. 56 p.
266. Brynner, Lynne. Intervention Handbook: Grades One and Two. Willowdale: North York Board of Education, 1974. 21 p. ON00718.

A step-by-step guide to assisting children with learning disabilities.

267. Caldwell, Mary, and others. A Reading Stimulation Program for Underachieving Elementary School Children. Guelph: Wellington County Board of Education, 1976. 17 p. ON00896.

This study was designed to determine if the Listen, Look, Learn System (LLLS) of developing communication skills achieved the objectives of increasing the level of reading and spelling competence and improving the attitudes and creative writing abilities of underachieving elementary school children.

268. Camplin, Peggy, and Garnett W. Millar. SRM Manual: Selective Resource Materials: Description and Evaluation. Edmonton: Alberta Department of Education, 1974. 108 p.
- *269. Carson, Jo. Video textbooks spark slow-learners. Special Education in Canada 48, no.4:12-13 Sum'74.

Two teachers successfully use video-tape to teach reading in a special education class.

- *270. Chan-Kent, Linda-Mae. All for one and one for all: music education for exceptional children. BC Music Educator 22:2:15-20 Spr'79.

Music is an excellent learning tool in integrated settings. Music can be enjoyed and utilized by both normal and exceptional students and can be used as a unifying activity in such classrooms.

271. Clipsham, John, and S. Gazan. An Oral Reading Instructional Programme for the Slow Reader. Toronto: Ontario Institute for Studies in Education, 1976. 8 p. Unpublished staff study.

This paper describes a reading program designed to motivate slow readers to engage in reading experiences and to modify their reading skills and strategies in the process of gaining practice.

272. Colonka, J. Math centre materials for exceptional children. Venture Forth 7:35-42 Fall'75.

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- *273. Counting. Special Education in Canada 50, no.3/4:18-25 Spr-Sum'79.

The curriculum guide for a 15 week counting program for grade 8 remedial students is presented.

- *274. Davies, Jim. Thoughts on classroom management of the learning disabled child. Alberta Counsellor 6, no.2:24-27 Spr'77.

One child in every 5 or 6 will display some characteristics of learning disability. The academic, social and behavioural deficits associated with learning disabilities can be minimized through thoughtful, creative planning and intervention by the teacher. Some classroom management techniques are considered.

275. Dilamarter, J.W. Principal does remedial teaching. Reporting Classroom Research 3, no.4:3-4 '74.

276. Early Childhood Services Resource Bibliography for Children with Special Needs. Edmonton: Alberta Department of Education, Early Childhood Services, 1977. Var. paging.

- *277. Emes, Claudia. Special phys ed needs a brand new direction. Special Education in Canada 49, no.1:5 Fall'74.

Special education children should spend more of their school days in physical education and recreational activities. The kinds of activities taught must provide the handicapped with the skills for constructive use of their leisure time.

- *278. Farrally, R. Swimming learned through floating. Special Education in Canada 50, no.3-4:15 Spr-Sum'76.

A fail-safe method of teaching emotionally disturbed and physically handicapped children to swim is described.

- *279. Finch, Betty. Edmonton Public's resource room program: help for the learning disabled. ATA Magazine 59:1:40-41 Nov'78.

This program was established to provide learning disabled children with small group tutorial instruction for one-half to three-quarters of an hour daily in an effort to overcome specific disabilities in the language arts area. Some techniques are described.

- *280. Fowle, George, and Jean Porteous. TV succeeds after traditional methods fail. Special Education in Canada 52, no.1:5-11 Fall'77.

Two special education teachers describe how videotape equipment can be successfully used as a tool for teaching reading skills to children in special education classes.

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281. Friesen, John D., and Du-Fay Der. A Program of Consultation, Training and Counselling of Children with Learning and Behavioral Problems and Their Parents and Teachers. Vancouver: Educational Research Institute of British Columbia, 1978. Var. paging.
282. Habiak, Marilyn J., and others. Learning Disabilities: A Select Bibliography of Resources. Edmonton: Alberta Department of Education, 1974. 97 p.
283. Hendrickson, May. Strategies for teaching special education. Prime Areas 20:3:35-39 Spr'78.
- *284. Holdrinet, Daniel. Precision teaching: individual programmes in group settings. Special Education in Canada 48, no.1:9-12 Nov'73.

Pupils in special education classes need a tool which provides them with an individualized program within a classroom setting. Precision teaching measures pupil progress by enabling pupils and teachers to keep track of individual progress quantitatively and in graph form by measuring the frequency of desirable and undesirable behaviour daily.

- *285. Howe, J.A.M. A new deal? Using computers to teach children with communication difficulties. McGill Journal of Education 14:3:343-352 Fall'79.

The author explains the computer's potential to unlock the mental processes of children with specific difficulties in communication. He illustrates some of the fascination of computers that use special devices to offer the right kinds of feedback to a curious child.

- *286. Hunter, Ron, and Ken Weber. Ways of aiding slow learners workshop topic. Saskatchewan Bulletin 43, no.10:4 Jan 28'77.

A Regina workshop focussed on structures needed by teachers of slow learners. The presentation included suggestions on methods of instruction in reading and writing, classroom management and creative thinking.

- *287. Innovative program for slow learners earns fellowship for teacher. NTA Bulletin 22:11:15-16 Ap 24'79.

An award winning innovative program implemented out of concern for the slower children in the system is described. The program includes a non-graded level system intended to minimize the probability of a poor self-concept by the individual student as a result of labelling.

- *288. Inrig, Bob. The Fry Readability Formula. Special Education in Canada 51, no.1:14-15+ Fall'76.

The Fry Readability Formula is a fast, simple and reasonably accurate tool for determining the reading grade level of

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written materials. This article describes how to use this formula to find suitable reading materials for students at various reading levels.

- *289. Inrig, Shirley. Is it a math problem or a reading problem. Special Education in Canada 51, no.1:4-9 Fall'76.

Pupils who are behind in reading often experience difficulties in other subjects because the reading level of the textbook is beyond their capabilities. The readability levels of several mathematics textbooks for different grades are presented.

290. Irwin, K.L. Reward Room -- Enrichment Program. Vancouver: Educational Research Institute of British Columbia, 1977. Var. paging.

291. Isaacs, Lorna, and R.G. Stennett. The DISTAR Reading Program in Junior Opportunity Classes. Phase II -- Impact of One or Two Years of Instruction. London: Board of Education for the City of London, 1976. 18 p.

- *292. Jeanneret, Renée. First international symposium on physical activities for the handicapped. Megnews 18:19 Je-Jy'77.

The views of various speakers on the role of physical education in the treatment of different handicaps are briefly presented.

293. Karin, David (ed.). Directory of Resources: Learning Disabilities: Where and How to Find Help in Quebec. Quebec: Quebec Assoc. for Children with Learning Disabilities, 1977. 201 p.

- *294. Kimoto, C. Special education classes: centres of isolation or centres of learning? ATA Magazine 56:25-7 Sept-Oct'75.

Curricular and administrative practices which promote successful achievement for children placed in special classes are described.

295. King, Clement. Remediation of learning disabilities -- a practical approach. Mental Retardation Bulletin 6:1:52-53 1978.

296. Klimczak, John. Music appreciation in the special education classroom. Cadenza 12:6:14-15 Oct'77.

297. Kolt, Ingrid. Art and the learning disabled. EC Art Teachers' Association Journal 19:2:11-12 Jan'79.

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- *298. Kunkel, Audrey. Summer camp aids learning d'sabled. Saskatchewan Bulletin 45:4:8-9 Oct 19'78.

Learning disabled children are offered an enrichment atmosphere for four weeks at a summer camp. The program is described.

299. Leong, C.K., and D.W. Illerbrun. Interactive Language Teaching with Developmentally Delayed Children. Regina: University of Saskatchewan, 1977.

- *300. Little, James. The "OK" classroom. Educational Courier 48:2:23-25 Nov'77.

A teacher describes a method of improving the self-concept of exceptional children.

- *301. Mains, J. Stigma of categorization and specialization. School World 24:13-14 Jan-Feb'75.

Excessive categorization may accentuate rather than remedy the learning disabilities suffered by many children. A program in which remedial work is done within the regular classroom is described.

- *302. Malloch, Jean. Music speeds up acquiring of reading skills. Special Education in Canada 48, no.2:18-19 Feb'74.

Children with a short attention span benefit from music since it stimulates their participation while at the same time providing a relaxed atmosphere for those emotionally upset or lacking in self-confidence.

- *303. Manitoba Teachers' Society. Resource Handbook: Special Needs Students. Winnipeg: MTS, 1979. 78 p.

The purpose of this handbook is to assist classroom teachers with the integration of special needs students. General classroom information on mainstreaming is provided followed by a list of specific handicaps, their main characteristics and a further reading list on each item.

- *304. Marland, Ken. Stars for strokes. Venture Forth 9:1:12-14 Wtr'78.

A swimming program for learning disabled children is described.

- *305. Marland, Ken. The Towhee readiness swim program. Special Education in Canada 52, no.2:25-29 Wtr'78.

Camp Towhee is a specialized camp for children with learning disabilities and the related social problems. It has a unique, highly creative environment where the staff are

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encouraged to develop various new approaches to teaching the children new tasks. The swim program serves several functions. Besides learning how to swim, the children gain confidence in themselves and their abilities to take on new tasks and become more accustomed to group instruction. The program can be implemented as part of any special education course if pool facilities are available.

306. Math, Hannah, and Albert E. Virgin. An Examination of Three Intervention Strategies with Primary Children. Willowdale: North York Board of Education, 1975. 16 p. ON00189.

This study concluded that an intervention program produces greater than expected growth in reading, numbers and self-concept.

307. Matthews, Catherine. Intervention Handbook: Grade 3. Willowdale: North York Board of Education, 1975. 16 p. ON00720.

Practical intervention strategies for children with learning disabilities are outlined.

- *308. McGinley, P.J. Computer assisted instruction in the special education classroom. Teaching Atypical Students in Alberta (TASA) 3:72-82 Fall'73.

This study was designed to show that computer assisted instruction combined with traditional teaching can result in higher levels of skills for special students.

- *309. Michalski, Catherine. Games teach without threatening pupils. Special Education in Canada 50, no.3/4:38-39 Spr-Sum'76.

Games give students with learning difficulties opportunities for needed drill in non-threatening situations. When an element of chance is introduced, it becomes a face-saver for the less able student. Some useful games are described.

- *310. Miesitis, S. Distractible children in the grade 1 classroom. Orbit 5:17-22 Apr'74.

A project for grade 1 teachers who wanted to learn about different ways of handling distractible children is described. Distractible behaviour is a common symptom in children with academic and emotional difficulties. Six major types of problem where distractibility was a predominant symptom were isolated. The group then experimented with a series of classroom suggestions for each type.

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311. Mulcahy, R., and J. Lupart. Optimizing learning for the full year: a summer school program for children with learning difficulties. New Horizon 12:1:27-29 Spr'78.
312. Myer, B. Understanding and helping the retarded reader in grade 2. Venture Forth 6:5-19 Spr'75.
- *313. Nesbit, W.C. Global approaches to specific learning disabilities -- a critique. NTA Journal 66:20-22 Sum'75.
- Some ideas on choosing remedial learning materials for children with learning disabilities are presented.
314. Nesbit, Wayne C., and others. 224 Remedial Ideas. Toronto: Methuen, 1979. 92 p.
- *315. North, J. Modifying behaviour in learning disabled children. Teaching Atypical Students in Alberta (TASA) 3:45-60 Fall'73.
- Teachers should begin to make greater use of behavior modification techniques, both with whole classes and with individual students. Various techniques and their uses are described.
- *316. Ontario Teachers' Federation. HELP (Help for Emotional and Learning Problems). Toronto: OTF, 1975.
- This publication is available in both elementary and high school editions.
317. Ontario Teachers' Federation. Learning Disorders Committee. Special Education Professional Bibliography Survey. Toronto: OTF, 1977. 8 p.
- A bibliography of teacher-recommended professional books and teacher tested classroom materials useful to the classroom teacher of exceptional children, at both the elementary and secondary levels.
- *318. Plant, M. Dealing with learning disabilities in your classroom. Intermediate Teacher 16, no.2:51-2 Fall'76.
- Since the total percentage of school time spent in learning assistance programs is small, regular class teachers must learn to recognize and meet the needs of children with learning disabilities. This article offers some advice on recognition, remediation and techniques to facilitate learning.

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- *319. Polak, E. QACLD Teacher's Aid. A Collection of Ideas and Suggestions for the Child in the Classroom. Montreal: Quebec Assoc. for Children with Learning Disabilities, 1975. 93 p.

The ideas and suggestions described in this handbook are for the regular classroom. They are not designed to remediate a specific learning disability, but they are meant to rehabilitate the child's confidence in his learning powers and thought processes, by offering him an assortment of activities that tap his unique experiences through different modalities.

320. Polatajko, Helen, and Carol Reich. The Medvedeff Program: An Analysis and Critique -- Interim Report. Toronto: Ontario Institute for Studies in Education, 1978. 63 p. Unpublished staff study.

This study involves an assessment of the Medvedeff curriculum, a perceptual-motor program designed for use either as a core curriculum at the kindergarten and grade 1 level in order to prevent learning problems or as a remedial program for children of any age who have not been making satisfactory progress in other programs.

321. Polz, Albina. Evaluation of the Effectiveness of Activity Mathematics for Primary Mathematics Learning Disabled Students. Regina: Saskatchewan School Trustees Association, 1975. 6 p.

- *322. Ross, K., and R.D. Matergio. Precision teaching. Lighthouse 2:22-7 Wtr'75.

Two co-operative field demonstration and teacher-training sites in "precision teaching" were established in Halifax by the Halifax school system and the Atlantic Institute of Education.

323. Schaaf, O.F. Mathematics and the low achiever. In Cathcart, W. George. Mathematics Teaching: The State of the Art. Edmonton: 1974. 127 p. (Proceedings of the Edmonton meeting of the NCTM). pp.91-101.

324. Schmidt, Arn. Resource room: an approach to special education. Northern Principal 3, no.1:17 Apr'77.

325. Schonewille, J. Modifying Inappropriate Classroom Behaviours by Punishment and Positive Reinforcement Contingency Systems. Vancouver, B.C.: Educational Research Institute of British Columbia, 1977. 29 p.

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- *326. Schwartz, Francine. Special education in the regular classroom. Special Education in Canada 52, no.3:7-9 Spr'78.

A remedial reading and phonic-language program for underachievers in a regular classroom setting is described.

- *327. Sclater, Keith. Immediate reinforcement and remediation. Special Education in Canada 52, no.3:20-21 Spr'78 and Lighthouse 2:3:series2:33-36 Spr'78.

If special education students are to benefit from attendance in a regular classroom, immediate supportive intervention must be readily available to assist the child in surmounting day-to-day problems within the regular program. The immediate reinforcement and remediation method was developed as a systematic approach to deal with this problem. Techniques are described.

328. Silverman, Harry, and M.P. Gill. Preparation of a Teacher Handbook Providing Guidelines for Helping Children with Behavioural and/or Learning Problems. Assorted Materials. Toronto: Ontario Institute for Studies in Education, 1976. 6 p. Unpublished staff study.

- *329. Smith, Marion. Special education classes. Prime Areas 19, no.2:41-3 Wtr'77.

Various approaches to special education are discussed on a practical level.

330. Special education centre with a difference. Pathways 3:2:3-5 Nov'77.

331. Splett, L.A. Language and Readiness Assistance. Edmonton: Alberta Education, 1977. 23 p.

Report of a summer remediation program for young children with learning handicaps.

- *332. Stennett, R.G., and Lorna Isaacs. The DISTAR reading program in junior opportunity classes: phase III -- impact of two full years of instruction. Special Education in Canada 53, no.2:7-10 Wtr'79.

A 3-year controlled study of the feasibility and results of using the DISTAR reading program in junior opportunity classes was constructed with the following findings: (1) the DISTAR program can be successfully implemented in junior opportunity classes; (2) over a 2-year period, students exposed to the DISTAR program improve their reading skills at a faster rate than students exposed to the traditional program and (3) the gains in reading skill made by junior opportunity class students exposed to either DISTAR or traditional programs are quite modest.

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333. Stewart, O. Challenging Children in Upper Primary -- Applying Piagetian Principles in the Development of Enrichment Material. Vancouver: Educational Research Institute of British Columbia, 1977. Var. paging.
334. Suggested guidelines for teaching special education home economics. Vista 5:14-15 Sept '73.
- *335. Summary of research for teacher use on special education. Teacher Education 14:51-62 Ap '79.

This article lists 23 projects commissioned by the Ontario Ministry of Education to investigate programs for children with special needs.

- *336. Susnik, Mike. Special ed: fun and games? Atlantic Canada Teacher 2:10-12 Spr '79.

Games which can be used to make learning tasks more interesting are described.

337. Thorlacius, Lynn, and others. Developmental Program for Immature School Beginners. Regina: Saskatchewan Department of Education, 1975. 17 p.
338. Von Oder, Muriel. Family life projects: students in special education. Vista 9, no.1:51-54 Sum '77.
- *339. Watts, David. Meeting children's needs through creative teaching. Special Education in Canada 51, no.3:25-27 Sum '77.
- *340. West, M. Therapeutic-tutoring program for children with psycho-genic learning disabilities. Canadian Counsellor 7:192-9 Je '73.

The key to meeting children's needs is through creative and innovative teaching. The key to such teaching lies in letting the imagination "run wild" in looking for resources to deal with special needs. The teacher with imagination can easily create learning materials for little or no cost.

The article describes a treatment program for school failure children which attempts to synthesize the functions of two professional people, the therapist and the teacher, into one composite helping role. The significance of this approach is that it cuts down on the inconsistencies which may result when the child sees one professional for personal therapy and another for the remediation of academic deficits.

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- *341. Whyte, Lillian. Prescriptive teaching: changes in stage of logico-mathematical thinking and spatial development in a group of opportunity class children. Alberta Journal of Educational Research 22, no.1:34-43 Mar'76.

Prescriptive teaching was one of the innovative alternatives proposed when it became evident that traditional special education programs were at best producing no better results and at worst producing even less effective results than keeping special children in regular classrooms. This paper considers changes in stages of logico-mathematical thinking in subjects who were included in a prescriptive teaching program of 7 months' duration. The results indicate potential value of prescriptive teaching in accelerating development in exceptional children.

342. Widdop, Valerie A. The Effects of a Programme of Gymnastics, a Programme of Swimming Activities, and a Programme of Gymnastics-Swimming Activities on the Physiological Indices of Asthmatic Children, the Perceptual-Motor Skills of Children with Learning Disabilities, and the Social Behavior of Retarded Children: The Effects of Swimming, Gymnastics, and Combined Programmes on Selected Measure of Asthmatic, Perceptually Handicapped and Retarded Children. Thunder Bay: Lakehead University, 1976. 40 p. ON00644.

The combined gym-swim program was generally the most beneficial to all impaired students, especially those with learning disabilities. Students in the swimming program generally showed greater gains than those in the regular gym program.

- *343. Yarton, Cindy and Patrick McGrath. Volunteers in swim programs. Special Education in Canada 52, no.3:29-31 Spr'78.

This article gives a brief description of the advantages of swim programs for handicapped children and provides information that may be of use to the volunteer who has not previously assisted handicapped children in learning how to swim.

B. SPECIFIC FORMS OF EXCEPTIONALITY

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- *344. Anderson, James E., and Ted Ridley. Cool School: An Alternative Secondary School Experience. Toronto: OISE, 1977. 211 p.

This study describes the program offered at an alternative school for students who have the capacity for higher education but are failing to profit from the regular school system. Habitual drug users, juvenile delinquents, and students with severe emotional problems are included in an experiment centred around a goal-oriented, small group, problem solving approach to education without set subjects, formal classes or examinations.

- *345. Bigham, John. Music for our vocational students. Special Education in Canada 51, no.4:15-17+ 1977.

The music program in a special education school helps the student become oriented to a group situation where he can learn to learn and will be rewarded with success rather than failure.

- *346. Chlebek, Agnes. Reaching and teaching the less able student. Canadian Modern Language Review 34:4:718-723 Mar'78.

Considerations for planning, explaining and creating a learning climate for foreign language study, primarily at the secondary level, are specified. Suggestions for reaching students, especially those of lower ability, are emphasized.

- *347. Cohen, M.H. Slow learners need separate classes. OSSTF Bulletin 54:182 May'74.

The vocational-type secondary school for the slow learner of adolescent age provides for specially-designed programs in fundamental subjects. The typically emotionally disturbed and dejected slow learner is then able to begin at his own level of ability and develop his own potential.

- *348. Csapo, Marg. Being "sorted out" for what? The myth of "special" education. BC Journal of Special Education 2:4:321-330 Wtr'78.

The "sorting out" function of the school system is examined with reference to "special" students in occupational or vocational programs at the junior secondary school level. An overview of evaluations of junior secondary special education programs in various urban centers in Canada and the U.S.

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strongly indicates the shortcomings of these programs. The term "occupational" or "vocational" is a misnomer since the programs do not necessarily lead to an occupation. A watered down form of education for students "sorted out" by the school system does not appear to have provided improved educational opportunities for these youths.

- *349. Csapo, Marg. Enter with care: secondary special education -- a potential dead-end street. Special Education in Canada 52, no.2:5-6+ Wtr'78.

Several evaluation studies raise serious doubts about the effectiveness of the two- or three-year terminal secondary special education programs designed to prepare students for working environments.

350. Csapo, Marg. Hamilton Occupational Program Study. North Vancouver: North Vancouver School District, 1977. 346 p.

This is an evaluation of a junior secondary special education program.

- *351. Csapo, Marg. Secondary special education in British Columbia: historical perspective. BC Journal of Special Education 1:1:27-38 Wtr'77.

For many years, the only mode of special education intervention for students, at the grade 8 level and above, was the occupational program. The author traces the development of a secondary learning assistance program designed to provide alternatives for continued education for special students.

- *352. Csapo, Marg. Towards diversification of special education in British Columbia. BC Journal of Special Education 2:1:17-26 Spr'78.

The author discusses trends in occupational programs.

- *353. Csapo, Marg, and Bernie Agg. Operation: Step-Up. Vancouver: Vancouver Assoc. for Children with Learning Disabilities, 1974. 93 p.

This project was designed to assist in the rehabilitation of juveniles. A highly structured environment was created in which academic and social achievement was reinforced and inappropriate academic and social behaviours received no reinforcement. Success was emphasized and a token economy system provided the incentive for shaping and maintaining attendance and completion of academic tasks.

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354. Dilling, Harold John, and Lynn M. Guthrie. Programming for Vocational Education: A Changing Concept? Scarborough: Scarborough Board of Education, 1977. 253 p. ON01045.

The purpose of this study was to determine to what extent, and in what ways, the student populations of vocational schools demonstrated diversity in the factors underlying their low level of academic achievement and to what extent students with such diversified backgrounds benefit from existing programs in the vocational schools.

- *355. Evans, Isabel. The implementation of a network-based curriculum in mathematics with adolescent slow learners. Special Education in Canada 58, no.2:30-31 Wtr'78.

A network-based approach to curriculum development provides the educator with an overall picture of the total curriculum that is, at the same time, a composite of the component parts of the curriculum. Each of these components is divided again into a sequential ordering of concepts which may be used as a basis for a record keeping system for individualized instruction. The implementation of such a system in the mathematics area and its ability to cope with the individualized needs of exceptional children are described.

- *356. Flaro, Lloyd. General proposal for developing a curriculum for maladjusted boys (age 12-15). Teacher Education 12:82-9 Ap'78.

The author addresses classroom teachers and teacher educators in the hope that maladjusted adolescents will eventually get a new deal from the school system. He describes their learning difficulties and the conditions they too often meet in the normal classroom which aggravate rather than alleviate their adjustment problems.

357. Gerein, A. What direction secondary special education? Guidelines 11, no.2:14-17 Je'74.

358. Grill, J. Jeffrey. Programming for adolescents. Edmonton Association for Children with Learning Disabilities Newsletter 10:7:7-8 Oct-Nov'78.

- *359. Hagel, B. Special education classes graduate into work experience program. Alberta Counsellor 5:28-9 Fall'75.

A special education program featuring a half day of study and a half day of paid work experience for exceptional students at the junior high school level is explained.

360. Healy, Peter S. A Summary of Current Practices in B.C. Junior Secondary Science with Respect to Limited Success Students. Vancouver: Educational Research Institute of British Columbia, 1979. 120 p.

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- *361. Hepburn, D.W., and F.M. Flewelling. We'll try it your way; an alternative junior high school program for chronic truants and zero achievers. Teaching Atypical Students in Alberta (TASA) 2:42-8 Fall'72.

The Red Deer Public School System established an alternative school for a small group of highly resistant junior high school age children with behavioural and social disorders. The program is described.

- *362. Heydorn, B.L. Comparative and experimental guide to vocational education for slow learners in secondary school. Comment on Education 5:17-22 Dec'74.

Describes comparative and experimental programs for the vocational education of the student with an average or low average I.Q. who is two or three grades behind his age peers.

- *363. Hyde, Ronald R. Implementation of special education at the secondary level. School Guidance Worker 32, no.1:17-21 Sept-Oct'76.

Various activities, events and programs which have contributed to a successful special education program at Don Head Secondary School are discussed.

- *364. James, Terrance N. The Work Study-Work Experience Program in the public schools of British Columbia: some implications for special education. BC Journal of Special Education 3:3:219-226 Fall'79.

Implications for secondary special education programs are extrapolated from a provincial study of the Work Study-Work Experience Program in the public schools of British Columbia conducted in the Spring of 1978. The integration and career education movements are cited as causes for a possible decline in the relative availability of work experience for special program students.

- *365. Jenkins, Anita. Two Demonstration Projects in Alternative Schooling for Adolescents. Edmonton: Alberta Education, Planning and Research Branch, 1980. 25 p.

The adolescent who is experiencing difficulty in school, or who finds schooling aversive, presents a pervasive, chronic and perplexing problem to educators. This publication summarizes reports prepared by staff members of two projects which attempted to ameliorate this problem. Planners for both projects opted to implement remediation programs at locations away from the main school. They decided not to modify programs within the regular school and not to involve regular class teachers in instruction. The underlying assumption of

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these two projects is that the causes of the difficulties reside mainly within the student and not within the school, and that solutions should be sought elsewhere.

- *366. Johnson, Doris. Need seen for programs for disabled adolescents. Saskatchewan Bulletin 43, no.14:9 Mar 25'77.

An expert in learning disabilities stresses the need for special education programs to continue beyond elementary school. Various kinds of learning disabilities suffered by adolescents and young adults are discussed.

367. Katz, Carol. How to Help Your Learning-Disabled Teenager. Montreal: Quebec Association for Children with Learning Disabilities, 1979. 24 p.

- *368. Keeley, Ken. Using real life material in the mathematics classroom -- ideas for junior secondary slow learners. Vector 19:2:65-68 Dec'77.

Sample mathematics lessons for slow learners are provided.

- *369. Lambie, William J. Special education and counselling services in secondary schools. School Guidance Worker 32, no.1:27-30 Sept-Oct'76.

The reorganization of secondary schools to accommodate the growing percentage of students who are "special" in some specific way ought to be done under the aegis of the guidance counselling service.

- *370. Lapointe, Michel. Educational support at the secondary level: a necessity both in Quebec and in France. Meqnews 18:10 Je-Jy'77.

An exchange group was established to study educational support at the secondary level in France and in Quebec. The recommendations of the project are listed.

- *371. Larter, Sylvia. CONTACT, an Alternative School: How it Meets the Needs of Dropout Students. Toronto: Toronto Board of Education, 1979. 265 p.

CONTACT is an alternative full-time academic secondary school operated by the Toronto Board of Education. It is designed for two groups of people: (1) those who have dropped out of school and now want to return; and (2) students attending other secondary schools who are not benefiting from the experience. The program offered is discussed. Student characteristics and needs are analysed.

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372. Lokan, J.J. Evaluating an occupational program. Reporting Classroom Research 3, no.4:1-3 '74.
373. Leeco, Glendon I. An Affective Approach to a Junior High School Program. M.Ed. thesis, Atlantic Institute of Education, 1978. 87 p.

This study described an affective process for developing a junior high school program for reluctant learners, focusing upon the learner's feelings and concerns. The model was successfully implemented as a pilot project in a Prince Edward Island junior high school.

374. McRae, B.C. Brock Project: An Interdisciplinary Approach with Potential Drop-Out 7th Grade Boys. Vancouver: Board of School Trustees, Department of Planning and Evaluation, 1974. 10 p.

- *375. Morris, Joan. Counsellor, the parents and the mildly retarded student. School Guidance Worker 32, no.1:39-43 Sept-Oct '76.

The author is concerned that secondary schools, now opening their doors to students of lower academic ability, are failing to train staff to effectively work with these students and their parents.

- *376. Skarna, K.L. Rational group counselling with anxious underachievers. Canadian Counsellor 9:132-7 Apr '75.

This study was designed to investigate the effectiveness of a rational group approach in the academic recovery of underachievers. Eighty-four anxious high-school underachievers were divided into four equal groups and were exposed to one of the following: rational group counselling, teaching of rational ideas, teaching of study skills, or no treatment. Immediately after the termination of treatments, the underachievers receiving rational group counselling showed significantly greater reduction in irrational beliefs and, five months later, they showed significantly greater improvement in school marks.

377. Southwick, R.A. Follow-Up of Students who Left Secondary Special Classes, June 1973. Vancouver: Board of School Trustees, Department of Planning and Evaluation, 1975. 4 p.

- *378. Sukumar, Nangar G. A study of spelling difficulties of reading disabled students in grade 9. Special Education in Canada 52, no.2:7-13 Wtr '78.

The purpose of this study was to find out the common "trouble spots" in the spelling of very familiar and useful words and to plan programming for the remediation of these difficulties. The findings of the test may be effectively used in individualizing spelling instruction.

- *379. Talacko, Emil. Program ideas for the slow learner. English Quarterly 11:4:31-35 Wtr'78/79.

York Humber High School in the Borough of York, Toronto has designed special programs for students who can't cope with a regular school program.

380. Wareham, Alfred. A Study of the Effectiveness of Parental Group Counselling on the Academic Achievement of Grade 8 Underachieving Students. M.Ed. thesis, University of Newfoundland, 1977.

- *381. Wayne, David. A. Learning disabilities of Ontario adolescents. Reporting Classroom Research 8:2:1-2 Mar-Apr'79.

This article reports the results of a recent Ontario study which collected data from secondary schools throughout the province regarding procedures used to assess and alleviate learning problems among adolescents.

- *382. Weber, Ken. For those who believe that adolescent slow learners cannot think. English Quarterly 10, no.1:29-33 Spr'77.

The author experimented with a class of adolescent slow learners to show that standardized tests were no measure of the true ability of these students.

- *383. Weber, Ken. Plain talk about "problem" students: how to make a slow learner -- and keep him that way! Alberta English 13:5-12 Fall'73.

Programs for "adolescent slow learners" must be directed at the student more emphatically than is usually the case. Objectives, methods and curricula should be oriented towards the development of the student, rather than the development of skills.

- *384. Weber, Kenneth J. Yes, They Can! A Practical Guide for Teaching the Adolescent Slow Learner. Toronto: Methuen, 1974. 195 p.

This book describes a developmental, carefully structured approach for teaching adolescent slow learners. The method utilizes think-tank assignments, brainstorming sessions, group encounters, cartoons, puzzles and relevant questions to stimulate interest and develop skill in reading and writing, comprehension, perception and analysis and to nurture self-confidence.

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- *385. Wong, Bernice. Teaching and improving comprehension skills among learning disabled adolescents. BC Journal of Special Education 1:1:73-78 Wtr'77.

This paper summarizes recent research in the area of comprehension problems among the learning disabled with particular reference to learning disabled adolescents.

386. Woodward, Ron, and Jim White. Development of Audio-Visual Learning Systems for Use With Pre-Vocational Students. Regina: Saskatchewan Department of Education, 1975. 22 p.

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- *387. Allan, John. Some uses of "holding" with autistic children. Special Education in Canada 51, no.3:11-15 Sum'77.

This paper describes a way in which "holding" and physical contact can be used to change certain aspects of the behaviour of autistic children.

- *388. Beck, Marion. Classes for the autistic of Regina. Special Education in Canada 51, no.3:18+ Sum'77.

A program for the normalization of autistic children through the use of special classes is described.

- *389. Bruck, Margaret. Suitability of early French immersion programs for the language-disabled child. Canadian Journal of Education 3:4:51-72 1978.

The results of this study indicate that children with language disabilities can benefit from and learn in French immersion programs. Children should not be excluded from participating in such programs merely because it is felt that their first-language development is poor. Language-disabled children acquired some proficiency in the French language while continuing to develop skills in their own language. Although they were taught in French, they also learned the basic concepts of reading, math and spelling.

- *390. Canadian Society for Autistic Children. A short definition of autism. Special Education in Canada 53, no.1:24 Fall'78.

This short definition is based on the official definition adopted by the board of directors of the Canadian Society for Autistic Children in 1977. It is a working definition and will be altered as needed by the results of ongoing research.

- *391. Cripps, A. Understanding the unintelligible child. Educational Courier 45:25+ Oct'74.

Unintelligibility is a form of oral expression where the utterance of combinations of sounds in words is totally incomprehensible to the listener. A child with this problem uses a minimum of consonant sounds with long vowels, and by reorganizing these sounds he is able to express what he wants to say, but his speech output is totally deviant from normal standards and so the listener cannot understand him. The causes of this disorder and remediation techniques are discussed.

- *392. Csapo, Marg. Prevalence and needs assessment study of autistic children in British Columbia. BC Journal of Special Education 3:2:159-192 Sum'79.

Studies determining the prevalence of autistic children are reviewed. The findings of the survey, conducted in British Columbia in 1978 for the purpose of enumerating the children identified as autistic, psychotic or schizophrenic are presented. The other variables described include, among others, age, sex, school placement, manner of communication and the existence of additional handicaps.

393. Educational Research Institute of B.C. Services for the Communicatively Impaired in British Columbia. Vancouver: 1973. 45 p.

394. Hambleton, D.C. New Directions in the Teaching of Autistic Children: Evaluation Towards the Establishment of a Functional Teaching Manual. Phase I. Toronto: Metropolitan Toronto School Board, c.1979.

This study examined an experimental teaching program involving the establishment of a system to evaluate and reduce inappropriate classroom behaviour, the systematic use of behavioural and learning principles in designing teaching procedures, the teaching of autistic children in groups of three to six, a functional teaching curriculum, and the analysis of specific teaching variables. The results showed the effectiveness of a specific prompting technique and of a physical restraint procedure to reduce self-abuse, and, in general, lent support to the feasibility of educating autistic children using these new directions.

395. Hambleton, D.C. New Directions in the Teaching of Autistic Children: Evaluation Towards the Establishment of a Functional Teaching Manual. Phase II. Toronto: Metropolitan Toronto School Board, c.1979.

The experimental teaching program established in Phase I continued in Phase II, with two classes of six autistic children and one teacher and one aide in each class. New

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teaching programs were established for mathematical addition, both verbal and written, multiplication, verbal descriptions of pictures and past events, receptive language training for the non-verbal, and self-help training. The project revised and expanded the Functional Behaviour Check-list and some existing programs. The use of signs and exaggerated verbal instruction to teach receptive language for the nonverbal children was examined.

As in Phase I, the data showed that the experimental children had improved significantly over the Control group, after both a one-year period and an eighteen month period. When costs were compared, the experimental program was the second least expensive and was less than one-sixth the cost of the residential treatment group.

- *396. Hartley, Norman. Symbols for diplomats used for children. Special Education in Canada 48, no.2:5-7 Feb'74.

After surviving a Nazi concentration camp, Charles Bliss designed an international symbol language which he hoped would prevent people from wilfully misshaping words into a rhetoric of nationalism and building international barriers of non-comprehension. Instead, his symbols have enabled sufferers of paralyzing diseases who can neither speak nor write to communicate complex and subtle thoughts to the rest of the world and each other.

397. Hogan, T.V., and C.A. Roberts. A Study of Remedial Programs for Students with Severe Communication Disorders (Including Autistic Children). Toronto: Ontario Ministry of Education, 1977. 304 p.

This study evaluates a new program in Ottawa for autistic children and compares it to other programs in terms of the teaching methods used and the behavioral and psycho-educational progress of the students.

- *398. How children dance their way to health. Reporter 3, no.2:16 Oct'77.

Autistic children are helped toward better health through dance therapy.

399. Hung, David W. New Directions in the Teaching of Autistic Children. Toronto: Metropolitan School Board, 1977. 205 p. ON00667.

This study describes and evaluates the following new directions: establishing a system to reduce inappropriate classroom behaviours; the systematic use of behavioural and learning principles in designing teaching procedures; group

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instruction; functional curriculum; prescription and evaluation of the teaching procedures and continuous exploration of new teaching variables.

- *400. Illerbrun, David W. Diagnosis of language disorders in children. Special Education in Canada 52, no.2:21-5+ Wtr'77.

Language disordered children are those children who fail to understand or produce a first language consistent with their mental age. Tests and techniques are described which will provide specific information concerning the language abilities of the language disordered child and the necessary baseline data required for language intervention programming. However, diagnosticians are cautioned not to rely entirely upon scores obtained in formal tests but to look also at the child's environment and the child's reactions to a variety of situations.

- *401. Inrig, Bob. Editorial. Special Education in Canada 52, no.3:3 Spr'78.

The author describes a unique private school which accepts only children with language disabilities. The general strategy used here is to remove the child from regular classes, provide remedial immersion programs in the area of deficit and then return the child to regular classes when the deficit has been overcome. The possibility of offering such a service within the regular school system is discussed.

- *402. Inrig, Shirley. Language delay. Special Education in Canada 52, no.4:6 Sum'78.

Techniques which can be used by an examiner wishing to test the language of a seemingly non-verbal child are described.

403. Konstantareas, Mary. Simultaneous communication: an alternative to speech training with autistic children. Journal of Practical Approaches to Developmental Handicap 1:1:15-21 Feb'77.

404. MacEwen, Jane E. Learning Improvement in Autistic Children by Means of Relaxation Training. M.A. thesis, University of Toronto, 1975.

- *405. MacIntyre, J.P. "I taught I taw a puddy-tat" or what to do till the speech therapist comes. Elements 5:4-6 Feb'74.

The author explains how children learn to articulate, how articulation problems develop, and how teachers can assist children with speech problems.

- *406. Morgan, G.A.V. An Investigation of the Characteristics, Distribution, and Program Needs of Children with Severe

Communication Disorders

Communication Disorders. Guelph: University of Guelph, c.1979. 387 p. ON01085.

Research is required in an effort to find some solutions to problems involving the most suitable ways of providing educational programs for children within a broad range of severe communication disorders, including the autistic and aphasic. It is anticipated that this project will result in the preparation of a guide for use by school boards in the planning and development of improved programs for these children.

407. Mullner, J.W. Learning and communication. Crucible 5:19-22 Je'74.
- *408. Murrell, Marj., and others. Danny learns to match digits with the number of objects. Special Education in Canada 49, no.1:20-22 Fall'74.

This article describes a procedure to teach an autistic child how to count objects corresponding to a written number.

409. Righetti, Brenda. Teacher and communication disorders. Venture Forth 7, no.2:30-1 Wtr'76.
410. Roberts, Charles A., and others. A Study of Remedial Programs for Students with Severe Communications Disorders (Including Autistic Children). Ottawa: University of Ottawa, 1976. 304 p.

This study, which could provide a model for boards setting up similar programs, examined the development of an educational unit operated by the Ottawa Board of Education. The research team monitored the developing educational program and gathered data on the teaching methods used and on students' behavioural and psycho-educational functioning. Similar programs in Canada and the United States were visited in order to compare organizational structures and educational procedures.

411. Silverman, Harry. The Development of a Classroom Symbol Display for Physically Handicapped Non-Verbal Children. Toronto: Ontario Institute for Studies in Education, 1976. 115 p. ON00695.

The report reviews the communication problems of non-verbal children with a variety of handicaps and explains Blissymbolics, a system using arbitrary pictorial, ideographic symbols that can be combined to form new concepts. In this phase of the research, the group and individual Blissymbolics displays were refined so that each child could construct a message independently, with the teacher's attention required only after the message had been constructed and was ready for transmission to the classroom display board. A symbol printer was developed to allow each child a wider, more independent use of the symbol communication system.

412. Silverman, Harry. The Educational Applications of the Ontario Crippled Children's Centre (O.C.C.C.) Symbol Communication Program for Other Groups of Exceptional Children. Toronto: Ontario Institute for Studies in Education, 1976. 199 p. ON00694.

This project assessed the suitability of the Blissymbolic Communication System as an alternative mode of communication for autistic, aphasic, and mentally retarded children. The researchers found that the system had potential value as an alternative communication system for autistic and non-verbal retarded children. A teaching guideline for the system and a literature review are included.

413. Silverman, Harry. The Formative Evaluation of the Ontario Crippled Children's Centre Symbol Communication Program. Toronto: Ontario Institute for Studies in Education, 1976. 314 p. ON00696.

The researcher undertook the coding, categorization, and analysis of data collected during evaluation of the use of the Blissymbol Communications System with about 150 cerebral palsied, non-verbal children in a variety of settings in Ontario. Included in the report are baseline information, progress reports, notes on methods used, the system's effectiveness and deficiencies, the addition or modification of symbols, and results of parent interviews. Intelligence and age had a strong and consistent effect on communication and academic variables. The researcher concluded that Blissymbolics is a viable communication alternative to speech for non-verbal, orthopedically handicapped children.

- *414. Snijders-Oomen, Nan. Early assessment of autism. BC Journal of Special Education 3:2:153-157 Sum'79.

Abnormalities in the development of language and the use of symbols are considered as the most prominent features in early childhood autism and possibly as the key to the syndrome. These abnormalities are supposed to be most clear and most severe before the age of five. In this paper, data on nine autistic children between one and four years of age are presented and compared with the general behavior of other groups of non-speaking children.

- *415. Suthers, Don. Free speech. Educational Courier 47, no.6:24-25 Apr'77.

Children with speech problems need practice and encouragement, not correction.

416. Timmons, Beverly, and James Boudreau. Oscillographic and Physiological Measurement of Delayed Auditory Feedback and Anxiety Factors in Stutterers and Non-Stutterers. Vancouver: B.C. Educational Resources Information Center, 1978. 56 p.

A review of the literature on delayed auditory feedback, five research studies, and a comprehensive bibliography are

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presented in this report of research funded by The Spencer Foundation. Developmental trends, pulse rate and GSR, sex differences, and differences in speaking rate and disfluencies of stutterers and non-stutterers under delayed auditory feedback and normal conditions were investigated.

- *417. Tomlinson, John. Teaching the autistic child. Prime Areas 21:3:39-42 Spr'79.

The author reviews past and present techniques used to teach autistic children.

418. Trehub, Sandra E., and Maxine Endman. A Syntactic Analysis of the Language of Autistic Children. Toronto: University of Toronto, 1978. 11 p. ON01087.

This study concludes that the Developmental Sentence Scoring developed by Lee (1974) does not appear to be an appropriate tool for analyzing the vocal productions of autistic children. Future studies of the language of autistic children must consider the type of language or behavior training in which the child has participated. It is likely that some of the bizarre styles of verbal communication have their roots in such programs.

419. Tremaine, Ruth V. Procedures for Teaching Language to Autistic Children: Verbal and Simultaneous Signing. Ottawa: University of Ottawa, 1977. 129 p. ON01096.

In response to the needs of a daily school program for autistic children, this project developed a "procedures manual" for teaching language to autistic children, summarizing and synthesizing currently available language-training manuals, research articles, and theoretical work. The manual contains four sections representing sequential stages in language-training, together with an appendix of selected (unsequenced) cognitive tasks related to the instructional model. It is intended to serve as a guide for teachers of autistic children ranging in ages from pre-kindergarten to adolescence, with language skills ranging from the completely non-verbal to spontaneous sentence production at severely delayed stages.

- *420. Tuomi, Seppo. Aids and methods for prevention of communication disorders. Special Education in Canada 52, no.2:17-19 Wtr'78.

This article attempts to evaluate critically the methods and aids presently used in the prevention of communication problems. Some suggestions for future developments are made. The communication problems included in the discussion are: articulation, receptive and expressive language, fluency, voice and to a minor degree, hearing.

- *421. Ursan, Jim. Speech pathologist in the school. Saskatchewan Bulletin 44:13:9 Mar 10'78.

The importance of effective speech in our society is stressed. Children with speech disorders face multiple problems and need special assistance.

422. Varni, James W., and Nancy L. Everett. Observation of videotaped segments of Sesame Street as an automated teaching aid for autistic children. Journal of Practical Approaches to Developmental Handicap 2:3:6-9 Dec'78.

- *423. Wale, Donald. Differential diagnosis in the treatment of autism. Special Education in Canada 52, no.4:7-15 Sum'78.

Different degrees of autism are identified. Different approaches to treatment are described.

- *424. Webster, Christopher. Gestural training breaks communication barrier in child autism. Special Education in Canada 48, no.1:6+ Nov'73.

Gestural training combined with auditory cues can be used successfully to teach autistic children to communicate. Guidelines for teachers wishing to try this method are presented.

- *425. Woods, Thomas S. Behaviour modification and the autistic child. BC Journal of Special Education 2:4:339-350 Wtr'78.

The author reviews recent literature dealing with teaching autistic children acceptable behaviours. Using Ornitz and Ritvo's (1976) description of autism, teaching procedures to overcome weaknesses in each area are reviewed.

- *426. Woods, Thomas S. Reducing the disparity between model stimulus and imitative response in two autistic subjects. BC Journal of Special Education 2:1:49-55 Spr'78.

Autistic subjects whose imitative responding was functionally inaccurate, and whose performance generalized poorly, were trained to imitate accurately employing a strategy where inaccurate responding was extinguished and accurate responding was reinforced. Performance was improved to one hundred per cent accuracy and generalized across four specified situational variations.

427. Young, K. Identifying articulation programs. Prime Areas 16:7-10 Wtr'74.

EMOTIONAL DISTURBANCE

- *428. Algozzine, R. Disturbing child: what you see is what you get?
Alberta Journal of Educational Research 22, no.4:330-33 Dec'76.

The purpose of this investigation was to attempt to determine if regular teachers, special education teachers, and post-student teaching teachers-in-training held the same attitudes regarding the disturbingness of behaviours characteristic of emotionally disturbed children. The results indicated that regular teachers found the behaviours more disturbing than either of the other groups. The implications of these results are discussed with regard to ecological intervention strategies and teacher training practices.

429. Appignanesi, Augusto. A Comparison of Moral Reasoning in Normal and Emotionally Maladjusted Pre-Adolescent Boys. M.A. thesis, McGill University, 1976. 125 p.

Groups of thirty normal and emotionally disturbed twelve year old boys, matched for IQ, were compared using Kohlberg's Moral Judgment Scale and the Bristol Social Adjustment Guide. The maladjusted group scored significantly lower in their moral maturity scores than the matched group of normals. An analysis was made of responses from both groups at the response or criterion concept level.

430. Armstrong, J.R. Impact on Classroom Environment of Teacher Child-Care Worker Staffing Compared with Teacher Aide and Teacher Only Arrangements in "Special Classes" for Emotionally Disturbed Children in Ontario. Ottawa: Carleton Board of Education, 1978.

431. Brammer, Dennis Leslie. Maladaptive Behaviours: A Predictive and Follow-Up Study. Ph.D. thesis, University of Alberta, 1977. 181 p.

- *432. Castillo, Gloria. Language arts and emotionally disturbed children. Classmate 8:3:14-17 Spr'78.

Teachers of emotionally disturbed students must learn to understand and work with the multiple meanings behind a student's use of swear words. Swearing as a means of communication is discussed.

- *433. The CAT (Child Assessment and Treatment Centre) in our house. Educational Courier 45:28 Jan'75.

The Child Assessment and Treatment Centre is a service for emotionally troubled children between the ages of two and fifteen housed in a public school. The benefits of setting up such a centre in a school rather than in a hospital are discussed.

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- *434. Couchman, Robert, and others. The school counsellor on the mental health team. School Guidance Worker 32, no.1:31-37 Sept-Oct '76.

The authors have found, from five years' experience, that the school mental health team approach provides one of the most effective vehicles through which to aid seriously troubled children and youth. The school counsellor, nurse, teacher, administrator, psychologist and psychiatrist work together to assist young people who would normally be referred to community clinics.

- *435. Coulson, Grant, and others. Counter ends nine disruptive activities in boy. Special Education in Canada 50, no.3/4:26-27 Spr-Sum '76.

A program which allowed a boy with behaviour problems to evaluate, count and chart specific incidents of disruptive behaviour led to the elimination of such behaviour.

- *436. Csapo, M. From villain to class hero. Canadian Counsellor 8:112-120 Apr '74.

This study describes in detail a classroom intervention procedure which attempted to create an environment for a 10-year-old emotionally disturbed boy where he could function successfully and reestablish himself as a "bona-fide" classmate. The plan included positive feedback for educational achievement and positive social emotional feedback from his peers. The environmental variables were redesigned to promote success instead of failure and to gain acceptance instead of rejection. The intervention consisted of rewarding appropriate academic and social behaviours. Each time the subject earned a point for himself, he earned a point for the class towards a desirable class event.

- *437. Dennis, Jan. Art opens up a withdrawn boy. Special Education in Canada 50, no.3/4:10-11 Spr-Sum '76.

This article describes remedial therapy for a severely withdrawn 9-year-old boy who had experienced such terror as a young child that he was completely unable to verbalize fear. A program during which he was encouraged to depict his feelings in pictures was very successful in helping him express his feelings.

Emotional Disturbance

- *438. Ducker, J.G. Why emotional disturbance in children increases at grade levels. Educational Courier 45:16-18 Nov'74.

Two chief reasons for emotional disturbance seem to be pressures on the child and non-active learning environments. One of the conclusions drawn from this study was that active learning situations should continue from kindergarten onwards, at least through the early grades.

439. Firestone, Philip. Aggression Management: A Comparison of Cognitive Restructuring vs. Social Learning Techniques in Young, Aggressive School Children. Ottawa: Carleton Board of Education, 1978.

Compares the effectiveness and generalizability of two treatment approaches -- social learning after Patterson's model, and a cognitive restructuring model after Meichenbaum and Novaco -- on the management of aggressive behaviour in school age children.

- *440. Fleming, Frances L. The moral dilemma. BC Journal of Special Education. 2:2:103-104 Sum'78.

The author discusses the problems of working with the emotionally disturbed child in a regular classroom.

441. Friedman, Ronald J., and others. Development and Evaluation of School-Based Assessment and Treatment Approaches for Depressed Children. Phase I -- 1976/77. Final Report. Toronto: Ontario Ministry of Education, 1977. 73 p.

This research involved the use of a battery of four paper and pencil tests, supplemented by teachers' observations, to identify depressed pre-adolescent children. Three methods -- role-playing techniques, cognitive-restructuring therapy, and teacher-mediated intervention -- were tried out as treatment approaches.

442. Ghitan, George. Treatment of Disturbed Children. M.Sc. thesis, University of Calgary, 1977. 93 p.

- *443. Hayduk, Alan W. Peer selected modeling: a rapid treatment for aggressive-disruptive behaviour. Canadian Counsellor 12:2:123-127 Jan'78.

This study reports the successful use of compulsory "peer selecting modeling" for the treatment of hostile and aggressive behavior within a special education program. The treatment procedure, a brief, situation-specific variant of peer and participant modeling, was designed for routine use by classroom teachers. Use of the treatment resulted in the rapid and complete elimination of peer aggression in the eight participants completing the study.

Emotional Disturbance

444. Hoisak, Patricia Page. Emotional Disturbance: Can Emotionally Disturbed Students be Integrated? An In-depth Review of the Pertinent Literature. Montreal: McGill University, Faculty of Education, 1976. 52 p.
445. Ide, Joseph. A Case Study of How Certain Teaching Strategies Were Applied by a Teacher in a Regular Elementary Classroom to a Selected Grade 7 Student With Emotional Problems. M.A. thesis, Simon Fraser University, 1976. 280 p.
- Using Carkhuff's theory of helping relationships and Rath's needs theory, classroom strategies were developed, and behavioural changes after implementation of the strategies were examined.
- *446. Klonsky, Kenneth. Concern for child stressed: "You never promised me a rose garden". Saskatchewan Bulletin 43, no.13:12 Mar 11'77 and This Magazine 10, no.5-6:18-19 Nov-Dec'76.
- A teacher describes his experiences at a special behavioural school designed to re-integrate children with behavioural problems who had been removed from the regular school system.
- *447. Klonsky, Kenneth. Politics of emotional disturbance. This Magazine 11, 6:16-17 Dec'77.
- The causes and treatment of emotional disturbance are discussed.
- *448. Langford, Ken. Uncontrollable students "changed" at the Maples. Education B.C. 4, no.3:7-8 Mar'76.
- A school in Burnaby, B.C. takes students with severe behavioural problems and teaches them self-control through behaviour modification methods.
449. Lee, Michael Lawrence. Temper Tantrums Treated by Time-Out. M.Sc. thesis, University of Calgary, 1978. 95 p.
450. Ludwig, J. Emotionally disturbed children: whose responsibility? Education Manitoba 1:3 Jan'75.
- *451. Mainprize, D.N., and others. On educating emotionally disturbed adolescents. Ontario Education 8, no.4:7-8 Sept-Oct'76.
- A program for educating emotionally disturbed adolescents is outlined. The hospitalized students function out of a local high school setting with several stages of integration. Behaviourally troubled high school students are partially integrated into the hospital programming. Child care workers are utilized for administrative and liaison services within the hospital-community school program.

Emotional Disturbance

- *452. Maloney, Michael. Specific diagnosis brings accountability. Special Education in Canada 50, no.3/4:8-9 Spr-Sum'76.

Remedial educators must learn to concentrate on collecting relevant data about specific weaknesses in order to help emotionally disturbed children overcome their problems. Precision teaching techniques offer the simplest and most reliable method of collecting such data. By giving the student a few timed tasks in basic curriculum areas for a period of 10 days, the teacher can reliably measure academic performance and isolate areas of weakness.

- *453. Mandel, Harvey, and others. Judo principle whips weakness into strength. Special Education in Canada 48, no.3:6-7 Apr'74.

By concentrating on a child's strengths rather than his weaknesses, teachers of emotionally disturbed youngsters find ways of using these strengths to change unacceptable behaviour. Experiences at the Youthdale School in Toronto for children with behavioural problems are outlined.

- *454. Merchant, D.F. Experiencing young children in counselling. Alberta Counsellor 4:24-27 Spr'74.

An encounter between a psychologist and an emotionally disturbed child is described.

- *455. Minor miracles for the emotionally sick in children's village. Reporter 3:2:12 Oct'77.

Children with emotional disturbances are treated in a "home-like" rather than an institutional setting.

456. Mitton, Richard Ashley. Video Self-image Confrontation Techniques and the Modification of Student Deviant Behaviour. M.A. thesis, University of Calgary, 1977. 71 p.

In this study the researcher used a video self-image confrontation technique on two students who were consistently displaying high levels of acts of deviant behaviour to determine if these students were aware of their behaviour in the classroom. If not, did the video self-image confrontation make them aware; if so, were the students then able to modify their behaviour.

- *457. Nath, Jyan. Ronnie and the magic of photography. BC Teacher 58:3:112-113 Jan-Feb'79.

Photography was used to develop the self-confidence of an emotionally disturbed boy.

Emotional Disturbance

458. Olafson, J. Testing the emotionally maladjusted. Query 4:5-11 Nov-Dec'73.

- *459. Pancer, Karen. Program seeks to change pattern of failure. Saskatchewan Bulletin 45, no.15:4 Apr 12'79.

Description of a "structured success" program geared to students who have severe behavioural, emotional or social problems and may also exhibit learning disabilities. A highly individualized program and a system of immediate, tangible rewards contributes to the success of this program.

- *460. Pancer, Karen. Regina Board helps chronically truant children. Saskatchewan Bulletin 44:18:4 Je 9'78.

A program designed to assist chronically truant children overcome their negative attitudes toward school is described.

461. Rose, Malcolm I. A Behavioural Educational Approach to Reducing Disruptive Behaviour. M.A. thesis, McGill University, n.d. 85 p.

- *462. Rubadeau, Ron. Putting program design principles in action for emotionally disturbed children. BC Journal of Special Education 2:2:109-114 Sum'78.

The author details observed program differences among three communities of different size and socio-economic status. Analysis of the programs, all of which appear to be internally successful, brings the author to the conclusion that the implementation of a successful program is dependent on the adaptation of local resources for perceived problems, rather than the standardization of resources for problem children by provincial or regional agencies.

463. Russo, Dennis C., and Michael Cataldo. Issues in community based treatment programs for the handicapped: tantrum control. Journal of Practical Approaches to Developmental Handicap 1:3:13-18 Dec'77.

464. The sad, sorry tale of a bad kid. St. John's Edmonton Report 5:13:30-31 Mar 6'78.

- *465. Sass, Gregory. If I Tell You, Will I Feel Less Scared? Toronto: McDonald House, 1975. 91 p.

The author is a writer and former teacher who has carefully collected the dreams, drawings, stories, anecdotes and backgrounds of eight boys in a behavioural class. The result is a lesson in the formation of the human personality which the author hopes will be instructive to both parents and teachers.

Emotional Disturbance

- *466. Schlosser, Linda, and Bob Algozzine. The disturbing child: he or she? Alberta Journal of Educational Research 25:1:30-36 Mar'79.

The ratings by classroom teachers of behaviours which are more prevalent in boys than in girls were compared with regard to their relative effect on teachers' attitudes. The results of three random replications indicated that those behaviours more prevalent in boys were rated as significantly more disturbing to teachers. These findings are discussed within an ecological frame of reference.

467. Tebay, Will. Approaches for dealing with emotional and behaviour problems. Alberta Counsellor :13-16 1977.

- *468. Unrau, H.H. Educating emotionally disturbed children. Teaching Atypical Students in Alberta (TASA) 3:61-66 Fall'73.

Various approaches to educating emotionally disturbed children are discussed.

- *469. Von Baeyer, C. Effectiveness of volunteer adult companions in helping school children with adjustment problems. Canada's Mental Health 23:6-7 Mar'75.

An attempt to measure the effectiveness of volunteer adult companion programs in helping maladjusted children develop self-confidence and thus improve their school work and relationship with peers ends on a cautionary note.

- *470. Waldbelling, Peter. Behaviour problems. Venture Forth 9:2:31-36 Spr'78.

The principles of Adlerian psychology are described in relation to the management of children who show mild to moderate behavioural disorders.

- *471. Ward, J. Identifying the emotionally disturbed child. BC Teacher 55:14-15 Sept-Oct'75.

This article reports on a try-out of Rutter's Child Behavior Questionnaire, developed in England as a simple method of identifying emotionally disturbed students in the 7-13 age range. The aim was to obtain representative data on the number of children showing emotional disturbance in a fairly large population of elementary school children on Vancouver Island and to gain some indication of the suitability of the Rutter questionnaire for further use by teachers.

- *472. Weinstein, Malcolm S. Building bridges for children's services: the sound of two hands clapping. BC Journal of Special Education 2:2:105-107 Sum'78.

This article is taken from a paper on working with the emotionally disturbed child in the regular classroom.

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473. What to do for a disturbed child. Reporter 2, no.5:28-29 Jan'77.
474. Williamson, K.J. Report on the Program for the Rehabilitation of Children with Emotional Problems at Kingsford-Smith and Lloyd George Elementary Schools, Vancouver, B.C. Vancouver, B.C.: Board of School Trustees, Department of Evaluation and Research, 1976. 18 p.
- *475. Yellowlees, Jackie. Math practice root of self-confidence. Special Education in Canada 48, no.4:21-24 Sum'74.

The use of precision teaching methods to modify the behavior of a 10-year-old boy with 37 per cent vision loss and serious behaviour problems is documented.

EPILEPSY

- *476. Meredith, T.W. What can you do for the epileptic child? BC Teacher 53:238-9 Apr'74.

A description for teachers of various types of epileptic seizures and what to do if they occur in the classroom.

- *477. Saklofske, D.H., and others. Epilepsy: implications for the classroom. Teaching Atypical Students in Alberta (TASA) 3:67-71 Fall'73.

The teacher and the school have a special responsibility to ensure that the epileptic student is given an environment in which to grow intellectually, socially and emotionally. The prejudices built up over centuries of ignorance and misinformation can only be eradicated if educators play a positive and reinforcing role in the life of an epileptic student.

GIFTEDNESS

- *478. Adams, Vesper, and Joan Bell. Consultants say gifted children ignored. Saskatchewan Bulletin 45:8:4 Dec 11'78.

The needs of gifted children are discussed in two papers presented at a meeting of Saskatchewan supervisors and consultants. A program developed in Prince Albert, Saskatchewan, to meet some of these needs is explained.

479. Alexander, Betty. Gifted child in the kindergarten classroom. Venture Forth 7, no.4:29-37 Sum'76.

- *480. Arkell, Bob. Educating gifted students: how much do you know? Special Education in Canada 52, no.3:5-6 Spr'78.

The development, implementation and maintenance of programs for gifted students critically depends upon the knowledge base of educators, parents and supportive community groups. To enhance this knowledge, the author reviewed the literature and identified 10 issues that frequently arise when schools attempt to initiate activities to enhance the learning opportunities for gifted students.

481. Arkell, R.N. Providing for the gifted. Query 8:2:5-7 Ap'78.

- *482. Bain, David A. The Colour of Behavior -- Educating Gifted Children. Vancouver: British Columbia Intermediate Teachers' Association, 1977. 30 p.

This booklet discusses the identification of gifted children, program possibilities, characteristics of good teachers for gifted pupils, program administration, financing, and community involvement. A short bibliography and a list of the objectives of a program for the gifted in London, Ont. are also included.

483. Baker, V.N., and D.H. Saklofske. Guiding the gifted child in the regular elementary classroom. Teaching Atypical Students in Alberta (TASA) 4:24-34 Fall'74.

- *484. Banks, Ruth. "How would you like it if you were gifted". Special Education in Canada 53, no.2:12-14 Wtr'79.

The problems faced by gifted children are discussed.

- *485. Beginning for administrators. Kootenay Centre for the Gifted Journal 2, no.2:12-15 Apr'74.

Options for administrators designing a school program to accommodate gifted children are outlined.

- *486. Blank, Stanley. Gifted and creative children: the problem of prediction. Intermediate Teacher 15:31-33 Je'75.

This article brings to the attention of the reader the need for research at all levels -- the university, the school system and the classroom -- about the selection of children for gifted programs.

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- *487. Blank, Stanley, and others. Facilitating creative thinking of gifted elementary school pupils. Special Education in Canada 52, no.3:10-15 Spr'78.

A program designed to enhance creative thinking abilities of children at the grade 4 level is described.

- *488. Brilliant child can underachieve. Reporter 3:3:31 Nov'77.

Paramount among the problems of the intellectually gifted is the problem of underachievement. This is mainly due to lack of challenge, leading to boredom and rejection. Gifted children drop out of school at a rate anywhere between three and five times greater than their distribution in the population.

489. Burdikin, John. Report to the Board of School Trustees on Provision for Gifted Children in School District No. 43 (Coquitlam, B.C.). Coquitlam: Coquitlam School Board, 1975. var. paging.

490. Burnham, Brian, and Lorne Cooke. A Guide to Programs for the Gifted Offered by Ontario School Boards. Aurora: York County Board of Education, 1977. 18 p. ON01027.

This guide presents the findings of an informal survey made in Summer 1977 of all school boards in Southern Ontario and all large boards in northern Ontario.

491. Carlisle, R. Activities Mornings for Gifted Children. Vancouver: Educational Research Institute of British Columbia, 1976. 3 p.

492. Carlisle, R.W. Program for able students. BC Science Teacher 19:4:37-40 Jy'78.

This is a description of seminars sponsored by the Science Education Department at the University of British Columbia.

493. Cassidy, Philippe. A Survey of School Programs for Gifted and Talented Students. Willowdale: North York Board of Education, 1975. 12 p.

This study showed that most gifted children were identified by classroom teachers' observations and that most schools did not have adequate programs for dealing with gifted students.

- *494. Cassivi, Denis. Special program for gifted children. Journal of Education (N.S.) 5:2:17-21 Wtr'77-78.

This paper examines critically some of the most recent arguments which call for increased attention to gifted children. Six issues in the education of gifted children are

discussed: the curriculum, the intellectual-social-emotional categorization, the ethical question, the teacher and the continuing education question.

495. Cholvat, John A. An Investigation of Programs and Performance of Gifted Students in Segregated Enrichment Classes and Integrated Regular Stream Classes. Burlington: Halton Board of Education, 1976. 72 p. ON00634.

Programs for the gifted should be designed around specific objectives, provided with administrative arrangements, given resources to meet the objectives and evaluated regularly.

496. Cohen, M.S., and others. What are we doing for the bright pupils? Ontario Mathematics Gazette 17:1:24-28 Sept'78.
497. Community attitudes. Association of Educators of Gifted, Talented and Creative Children Journal 1:2:38-45 Dec'78.

This article discusses community attitudes towards establishing a program for gifted children.

498. Coquitlam's enrichment program. Association of Educators of Gifted, Talented and Creative Children Journal 1:3:85-91 Feb'79.
499. Courtenay, Richard. Drama and the Different: Approaches to Creativity and Giftedness. Toronto: Ontario Institute for Studies in Education, 1977. 21 p. Unpublished staff study.

This paper examines specific aspects of student giftedness and creativeness and the relationship between these characteristics and creative drama.

- *500. Cox, R.L. Cullowhee experience. Kootenay Centre for the Gifted Journal 2, no.2:5-7 Apr'74.

A summer program which brings gifted and superior children together to share experiences, discuss common problems and, in many cases, to feel the challenge of competition for the first time is described.

501. Cozac, Elaine A. A Study of the Self-Concept of Intellectually Superior Grade 7 Students. University of Regina thesis, 1977. 10 p.
502. Darychuk, Sandra. Reading and the gifted. Query 8:3:17-22 Oct'78.
503. Dow, Ian I., and Bert Donnelly. An Analysis of Costs Benefits Results of Selected Students in Enrichment Programmes in Selected Boards of Ontario Elementary Schools. Ottawa: University of Ottawa, 1977. 73 p. ON01090.

Five program types were investigated: one day withdrawal classes; one term withdrawal; segregated classes; segregated

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bilingual; and partial segregation. Data on costs were collected. The High-School Characteristics Index was administered to students in the five program types, which were tested for curriculum differentiation. Analysis of variance, tables and graphs show means, frequencies and standard deviations. Findings showed that the withdrawal program produced better results.

504. Dow, Ian I., and Bert Donnelly. Differentiated Programs for Gifted Intermediate Students. Ottawa: University of Ottawa, 1977. 73 p. Unpublished staff study.

The investigation was completed to obtain information concerning the cost-effectiveness of special programs for gifted children in Ontario schools.

505. Dyck, Helen. Watership Down: a novel idea. Highway One 1:2:54-55 Spr'78.

- *506. Education of the gifted and talented. Teaching Atypical Students in Alberta (TASA) 2:38-39 Fall'72.

The major findings of a U.S. study are cited.

- *507. Enrichment curriculum underway will challenge gifted students. Education Today 5:4:1-2 Jan'79.

An enrichment program for gifted students in grades 4,5 and 12 developed by the B.C. Ministry of Education, Science and Technology will be available for use as a pilot project in September 1979.

- *508. Ertis, B.P.A. Gilding the gifted. Educational Courier 48:2:14-17 Nov'77.

The author discusses various reasons why our educational system does not put a high priority on developing programs for the intellectually gifted.

- *509. Ertis, Bernie. What's different about gifted children? OPSMIF News :14 Oct 1'79.

This article discusses the commonly held belief that gifted children should not be allowed to skip grades because they are generally immature and will suffer from it.

- *510. Essential ingredient -- personnel. Kootenay Centre for the Gifted Journal 2, no.2:16-19 Apr'74.

The essential ingredient in implementing programs for the gifted is the choosing and training of personnel and the

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provision of adequate assistance and resources for these people. A core curriculum for training prospective teachers of gifted children is outlined.

- *511. Folkman, Mel. Providing for the gifted and talented. Intermediate Teacher 16, no.2:37-40 Fall'76.

A description of the design and implementation of a program for gifted children in Chilliwack, B.C.

- *512. Gallagher, James. Our love-hate relationship with the brightest children. Reporter 3:3:27-28 Nov'77.

The author explains why society must make special provisions for gifted children. Some changes in educational programs are suggested.

- *513. Gifted children attend Brock University classes. Reporting Classroom Research 8:2:3-4 Mar-Apr'79.

A three-year experiment with 80 very bright or exceptionally gifted children in grades 6-8 is discussed. Saturday morning classes were offered for these children at Brock University in various subjects at the university level.

514. Gifted education in B.C. Edge 7:4:2 Apr-May'79.

515. Gifted student. Help sought for "neglected minority". Special Education Council News 4:12 Apr'74.

- *516. Gifted student is not the forgotten student. Ontario Education Dimensions 9:4-5 Nov'74.

Comment and criticism about the lack of concentrated programs for gifted children is presented in the form of letters from various educators and reaction from the Ministry of Education.

517. Green, Reta J. A Study of Academically Talented and Regular Classroom Students on the Dimensions of Locus of Control, Conceptual Tempo and Self-Concept Attributes. M.Ed. thesis, University of Saskatchewan, 1977. 122 p.

518. Guidelines for meeting the needs of the gifted child in the regular classroom. Association of Educators of Gifted, Talented and Creative Children Journal 1:3:35-38 Feb'79.

519. Hengen, Thomas J. Gifted have special needs. Medium 20:1:23-24 Spr'79.

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- *520. How to spot a bright child. Reporter 3:3:30 Nov'77.

Unless the teacher is familiar with signs of giftedness, a child may never proceed to any other steps such as testing which may ultimately lead to a specialized program. Some signs of giftedness are provided.

521. Independent study as an approach to gifted/talented education. Association of Educators of Gifted, Talented and Creative Children Journal 1:3:35-73 Feb'79.
522. Kostyshen, Edward A. Project Study on the Gifted Child Program. Sherwood Park, Alberta: County of Strathcona #20, 1977. 251 p.
523. Lawless, Ruth L. Understanding and helping parents. Association of Educators of Gifted, Talented and Creative Children Journal 1:3:74-75 Feb'79.
524. Lemer, Harriet. A suggested organizational model for a junior multi-aged program. Association of Educators of Gifted, Talented and Creative Children Journal 1:2:22-34 Dec'78.
525. Lewis, Linda A. Comprehensive Survey of Programming Possibilities for the Gifted and Talented. Coquitlam, B.C.: 1977. 198 p.
526. Lewis, Linda A. School District No. 43 (Coquitlam) -- provision for gifted children. Association of Educators of Gifted, Talented and Creative Children Journal 1:2:48-49, 65-66 Dec'78.
527. Lingren, G.C. Accelerated Grade 5-10 Program for Teenage Students. Regina: Saskatchewan Department of Education, 1975. 16 p.
528. Lipp, Margaret. The gifted underachiever. Query 8:2:8-10 Ap'78.
- *529. MacKinnon, Fred. More resources necessary to educate gifted children. Saskatchewan Bulletin 43, no.6:5 Nov 15'76.

The major handicap in obtaining funding for the gifted is the opinion that, since the gifted already have so much, resources should be spent on those who have little. A program in Saskatoon providing special education for the gifted is described.

- *530. Marjoram, D.T.E. Gifted need consideration seminar told. Saskatchewan Bulletin 44:6:10 Nov 16'77.

Speaking at a seminar on helping the gifted, a representative from the Department of Education and Science in Britain points out some of the steps being taken in Britain towards providing special services for the gifted.

- *531. McAllister, Janet. (pseud.) Leave my bright kids alone! Reporter 3:3:32-33 Nov'77.

The mother of a gifted child describes the social isolation suffered by her son when he was removed from his neighborhood school and bussed to another school which offered a special enrichment class for gifted children.

- *532. McLennan, J.L., and F.D. Shelton. For gifted children, the basics are hardly enough. ATA News 59:3:31-32 Mr'79.

This article describes the International Baccalaureate Program, a world-wide program initially devised to accommodate the families of mobile diplomats and businessmen. This program offers a thoroughly tested broad and demanding curriculum in the major academic disciplines. The Calgary Board of Education is considering implementing the IB program in its senior high schools, especially for the benefit of gifted students who require more challenge. Graduates from this program are accepted at the best universities in the world, often with advanced placement.

- *533. McLeod, Maureen. Enrichment triad -- a program for the gifted. ATA News 13:13:4 Mar 12'79.

A program in which gifted children are encouraged to work on real products -- ie., books, articles, presentations -- for real audiences in their particular field of interest is described.

534. Middleton, M.A., and K.J. Williamson. Development of Creativity in the Kerrisdale Enrichment Centre. Vancouver: Board of School Trustees, Department of Evaluation and Research, 1976. 5 p.

- *535. Millar, Dr. Garnet W. Meeting the Needs and Challenging the Potential of Gifted Children in Willow Creek School Division #28. Summary Report. Edmonton: Alberta Education, 1979. Complete report -- 229 p. Summary report -- 23 p.

This study deals with the identification of gifted children and the development and implementation of an enrichment program to meet the needs and to challenge the potential of bright children in a rural Alberta school division. A control or comparison school system is used to evaluate the effects of the enrichment program.

- *536. A neglected resource. Reporter 3:3:29 Nov'77.

Gifted children are a neglected national resource and they should be a major national priority for special education funds from the federal government. Programs for the gifted

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will be the first to be sacrificed by school boards in the interest of restrained spending, unless funds are found from sources other than property taxes.

537. Normore, L. Providing for the gifted students in science. Accelerator 8, no.4:39-45 Wtr'74.

- *538. O'Brien, J. "Challenge" program. Teaching Atypical Students in Alberta (TASA) 5:39-43 Fall'75.

This program was designed to provide gifted children with opportunities to share ideas and interests with other gifted children, to provide some recognition of efforts by high-achieving students, to challenge and stimulate underachieving bright children in an effort to motivate them, and to introduce students to areas of study that would stimulate their interest in hobbies and careers.

- *539. O'Bryan, Ken. How not to spot gifted children. Reporter 3:3:29 Nov'77.

Junior kindergarten teachers, parents and pediatricians are the worst assessors of giftedness in children. The most reliable indicator is a "profile of performance test" which takes two or three days to complete and necessitates a number of visitors to the tester.

- *540. Orlik, H. Gifted child. Journal of Education (N.S.) 4, no.4:13-14 Sum'77.

Ways of identifying gifted children are discussed. Certain personality traits are listed. The author emphasizes that the needs of gifted children must not be ignored.

- *541. Pace, Clare. Counselling the academically bright. School Guidance Worker 32, no.1:10-11 Sept-Oct'76.

The special problems and responsibilities encountered by those who counsel the academically bright are discussed.

- *542. Pancer, Karen. Negative attitudes block programs for gifted. Saskatchewan Bulletin 45:8:4 Dec 11'78.

The keynote address at a conference for Saskatchewan supervisors and consultants dealt with the lack of special programs for the gifted and the reasons for the reluctance of some systems to provide such programs.

- *543. Parker, Margaret. What can be learned from brilliance in children. Special Education in Canada 52, no.1:12-21 Fall'77.

Schooling for promising hockey players, ballet, musical, dramatic or literary talented children is built around their

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talent. The same consideration is not given to children who excel in cognitive skills. They are more often held back than encouraged by the educational system. Moreover, we do not attend to cognitive talents as we attend to other talents, learning from the best and using their techniques to train others in that area. More research must be devoted to finding out how brilliant kids learn.

544. Porter, Diane. Self-manager's reading groups plan. Association of Educators of Gifted, Talented and Creative Children Journal 1:3:118-124 Feb'79.

- *545. Project for gifted receives provincial grant. Saskatchewan Bulletin 44:18:9 Je 9'78.

A program to identify gifted children at the kindergarten level and offer special programs for them within their own school is described.

546. Providing for the gifted. Special Education Council News 4:2-4 Feb'74.

547. Roeper, Annemarie. Gifted and talented programming, School District No. 43 (Coquitlam): a partial list of the characteristics of the young gifted child. Association of Educators of Gifted, Talented and Creative Children Journal 1:3:49-62 Feb'79.

548. Roth, G., F. Sussman, and S. Ziegler. Educating Gifted Children. Toronto: Board of Education for the Borough of York, 1974. 97 p.

- *549. Sangster, C.H., and Georgina Adamson. Nurturing gifted children. Education Canada 17:4:26-29 Wtr'77.

Programs designed to provide a more stimulating program for brighter students are introduced by the Calgary Board of Education.

550. Scale for rating behavioural characteristics of superior students. Association of Educators of Gifted, Talented and Creative Children Journal 1:3:45-48 Feb'79.

- *551. Services of the Centre ... and promise. Kootenay Centre for the Gifted Journal 2:20-24 Feb'74.

The services and expertise available at the Kootenay Centre for the Gifted are explained.

- *552. Shiner, Sandra M. Wanted: gifted teachers for gifted kids. Orbit 9:1:11-12 Feb'78.

Some of the qualifications necessary to teach gifted children successfully are outlined.

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- *553. Shore, Bruce M. Teacher training for the gifted and major issues in gifted child education. Canadian Journal of Education 4:3:75-88 1979.

This paper summarizes some of the developments which have taken place since the 1960's in the field of gifted education. The major types of programs which have evolved and their underlying assumptions are discussed as well as debates which exist or should exist in the field. Since it is impossible to separate teacher training for the gifted from gifted child education in general, the two issues are often discussed together.

- *554. Sierakowski, S. Gifted child. OSSTF Forum 3, no.1:41-42 Feb'77.

The author describes the characteristics of gifted children and explains various means of offering additional educational opportunities to gifted children within the school system.

- *555. Speed, Fred. Teaching the bright child. Orbit 9:1:6-11 Feb'78.

Innovative programs to stimulate gifted students are described. The author calls for teachers of bright children to share their knowledge and experiences. Ways of doing this are suggested.

556. Spigel, Judith. Identification of Intellectually "Gifted" Children: An Overview. Mississauga: Peel Board of Education, 1975. 7 p. ON01022.

Issues concerning the definition of gifted children are discussed. Characteristics of gifted children and various identification techniques are described.

557. Spigel, Judith. Selecting Students for an Enriched Academic Program. Mississauga: Peel Board of Education, 1976. 7 p. ON01016.

This report contains four specific guidelines, in the form of a checklist, about the types of behaviours shown by students who might benefit from an enrichment program.

- *558. Stanley study -- positive intervention. Kootenay Centre for the Gifted Journal 2, no.2:8-11 Apr'74.

Math and science talent searches identify children above average in these fields. Special classes are then designed to foster these talents. This study has helped to lay to rest the argument that talented children will suffer from social or emotional problems as a result of rapid acceleration in school.

559. Stelmaschuk, M.A. A Handbook for Elementary School Teachers of the Gifted Program. Edmonton: Edmonton Public School Board Staff Study, 1978. 480 p. Unpublished staff study.

This project involved the preparation of a handbook including Edmonton Public School Board philosophy, goals, and objectives of the gifted program, criteria for identification of gifted students for special programming, guidelines for enrichment materials, curricular approaches, and a bibliography of existing materials and community resources.

- *560. Sutherland, Don. The gifts of our students are too often wasted. School Trustee 31:3:11 Jy'78.

School boards are urged to re-evaluate their policy respecting gifted students.

561. That five percent of too-clever kids may get a break yet. St. John's Edmonton Report 5:50:30-31 Nov 17'78.

562. Thorpe, Bill. The Status of the Gifted and Enriched Education in British Columbia. Vancouver: Educational Research Institute of B.C., 1979. 32 p.

563. Thorpe, R.W.S. A course for the gifted and talented mathematics student. Association of Educators of Gifted, Talented and Creative Children Journal 1:3:81-84 Feb'79.

564. Too few chances for clever kids anywhere -- and that criticism applies to Edmonton too. St. John's Edmonton Report 6:7:27 Jan 19'79.

565. Vancouver School Board. Education Services Group. Sourcebook of Ideas for Challenging Gifted Pupils. Vancouver: Vancouver School Board, 1976. 68 p.

566. Vancouver School Board. Educational Services Group. Survey of Provisions for Challenging Gifted Pupils. Vancouver: Vancouver School Board, 1976. 77 p.

567. Victoria's gifted to get baccalaureate program. Education Today 5:2:4 Oct'78.

This is an outline of an international program of acceleration to be introduced in one B.C. high school.

- *568. Warren, V. "And gladly teche ..." Kootenay Centre for the Gifted Journal 2:4-7 Feb'74.

The author comments on what makes a good teacher for the gifted.

Hyperactivity

569. White, Jeanne. FOCUS Program. Association of Educators of Gifted, Talented and Creative children Journal 1:4:11-36 My'79.

This article presents a differentiated curriculum for gifted students, including, as examples, a number of units of study.

570. Woodlands, Margaret, and Bernice Wong. Self-Concept in Gifted, Learning-Disabled and Average Students. Vancouver: Educational Research Institute of BC, 1978. 62 p.

- *571. Woodliffe, Helen M. Education of the gifted. Orbit 9:1:5-6 Feb'78.

Characteristics and needs of gifted students are discussed.

572. Woodliffe, Helen M. Needs of gifted children. Association of Educators of Gifted, Talented and Creative Children Journal 1:3:77-80 Feb'79.

- *573. Woodliffe, Helen M. Teaching Gifted Learners: A Handbook for Teachers. Toronto: the Ontario Institute for Studies in Education, 1977. 99 p.

A practical handbook especially designed for teachers who are providing for a few gifted children as part of a heterogeneous class.

- *574. Ziv, Avner. Counselling the Intellectually Gifted Child. Toronto: University of Toronto Guidance Centre, 1977. 108 p.

This book outlines society's current view of the intellectually gifted, demonstrates the importance of assisting these children in their development, and discusses the problems which they may encounter along the way. It also summarizes and evaluates the research on the gifted which has been done in the past and presents proposals for effective early identification and for programs which will assist these children to achieve their full intellectual potential.

- *575. Ziv, Avner. Guidance for the gifted. School Guidance Worker 32, no.1:45-7 Sept-Oct'76.

The psychological, emotional and academic problems often encountered by gifted children are discussed.

HYPERACTIVITY

576. Bell, Sylvia K. Prolonged drug therapy dangerous, doctors look to diet and allergies. Reporter 2, no.2:40-41 Oct'76.

Hyperactivity

- *577. Cannon, Phyllis. Drug therapy and hyperactivity. Special Education in Canada 53, no.1:26-29 Fall'78.

The author states that there are many alternatives to the use of stimulant drugs to calm hyperactive children. Some alternative methods are explained.

- *578. Csapo, Margaret. Classroom behaviour management. Prime Areas 19, no.3:23-4 Spr'77.

Labelling children as hyperactive helps evade the responsibility of correcting inappropriate behaviour. Behaviour should be described analytically and strategies should be set out to alter undesirable behavior. Positive reinforcement is recommended.

- *579. Csapo, Marg. Glue him down — intervention strategies with hyperactive children. Prime Areas 21:3:31-33 Spr'79.

The author provides a brief look at current studies which attempt to identify, diagnose and remediate hyperactivity.

580. Das, J.P. Diagnosis and measurement of hyperactivity. Mental Retardation Bulletin 3, no.2-3:182-188 1975/76.

581. Das, J.P. Learning disability: hyperactivity and brain functions. Mental Retardation Bulletin 6:1:47-49 1978.

582. Friedman, R.J., and F. Mainville. Peer Relations of Hyperactive Children. Toronto: Ontario Institute for Studies in Education, 1976. 9 p. Unpublished staff study.

In this study the investigators examined the nature of peer relationships among hyperactive and normal children and attempted to determine which characteristics were most frequently cited by normal children as reasons for ostracizing or disliking hyperactive children.

- *583. "I got my Rit-lin, you got your Dex ..." More on the drugging of children. This Magazine 10, no.4:10-11 Aug-Sept'76.

Two articles are reprinted from the "Globe and Mail" presenting opposite views on the use of drugs to treat children labelled hyperactive.

- *584. Jeffrey, Sophia. Focus on hyperactivity (report of a provincial conference). Prime Areas 19, no.2:22-28 Wtr'77.

The author reports on a conference dealing with some of the symptoms and causes of hyperactivity in children.

Hyperactivity

- *585. Kinsbourne, Marcel. Dangers attending the stimulant therapy of hyperactive children. Special Education in Canada 53, no.3:12-14 Spr'79.

The misuse, abuse, side effects and exclusive use of stimulant therapy for hyperactive children is discussed.

- *586. Kravitz, Martin. Hyperactivity treatment -- is your prejudice showing? Special Education in Canada 53, no.3:30-31 Spr'79.

The author takes issue with the views presented by Phyllis Cannon in an article entitled "Drug therapy and hyperactivity" (Sp. Ed. in Can. Fall'78). He argues that drug therapy does have a place in the treatment of some forms of hyperactivity and that this has been well established by recent research.

- *587. Lall, Gaeta Rani. Hyperkinetic children -- a synopsis of possible causes, treatment and educational aspects. Special Education in Canada 52, no.2:21-23 Wtr'78.

Hyperactivity has many possible causes and treatments. Some of these are discussed. Several methods which can be used in the classroom to help hyperactive children are described.

- *588. Paikin, Carole. Cookies, air, antihistamines and their effects on children. Educational Courier 48:4:18-22 Feb'78.

A growing number of accredited authorities are suggesting that various learning and behaviour disorders are food, drug and/or chemical related. The author examines the theories.

- *589. Pre-teens: 14.2 percent hyperactive, say teachers. Reporter 3:7:6 Mr'78.

In a large-scale survey of hyperactivity in school children, educators estimated the incidence to be between 15 and 20 per cent.

- *590. Samoil, Judy. Clashes emphasize complexity of learning disabilities. ATA News 12:18:3 Je 5'78.

Two speakers at the 1978 conference of the Alberta Association for Children with Learning Disabilities have opposing views on the use of drug therapy and diet control in the treatment of hyperactive children.

- *591. Stephenson, P. Susan. What is a hyperactive child? Canada's Mental Health 23, no.4:5-6 Dec'75.

Hyperactivity is described as a symptom with a variety of underlying causes. Treatment needs to be directed towards the underlying problem and usually implies multidisciplinary cooperation involving a variety of professionals.

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592. Williams, N. Hyperkinesis: A behavioural and physiological comparison. Mental Retardation Bulletin 4, no.1:48-61 Spr'76.
593. Yonge, Olive June. Behavioural antecedents of hyperactivity. Mental Retardation Bulletin 6:1:14-25 1978.

LEARNING DISABILITIES

594. Arkell, R.N. Eye-hand Coordination Trainer and Program for Learning Disabled Children. Vancouver: Educational Research Institute of B.C., 1976. 8 p.
- *595. Bruck, Margaret. Switching out of French immersion. Interchange 9:4:86-94 1978/79.

Three case studies of children with specific learning disabilities who were switched out of French immersion programs are presented to provide background for the development of hypotheses for future study regarding the advisability of switching.

596. Dyslexia: educators still trying to chart the unknown. Edmonton Association for Children with Learning Disabilities Newsletter 10:1:4-5 Jan'78.
597. Focus: left brain-right brain or hemispheric specialization. Edmonton Association for Children with Learning Disabilities Newsletter 10:1:6 Jan'78.
598. Gallelli, Anne. Reading and General Learning Disabilities. M.A. thesis, University of Ottawa, 1975. 73 p.
- A look at some cognitive and affective factors related to reading in the slow learner.
599. Friedman, Morton P., and Veronica Welch. Specific vs. general deficits in learning disability. Mental Retardation Bulletin 6:3:144-148 1978.
600. Kershner, John. Dual Brain Asymmetry: A Model for the Diagnosis and Treatment of Learning Disorders. Toronto: Ontario Institute for Studies in Education, 1975. 138 p. ON01203.

This study concluded that developmental norms for the lateralization of written language can be established. The degree of left hemisphere speech dominance is inversely related to achievement and intelligence. The Motor Laterality Scale is a valid predictor of potential learning disorders; it has the advantage of being highly reliable, objective and culture free and therefore is of universal applicability.

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601. Kershner, John. Uniform Motor Lateralization in Normal Six-Year-Old Boys is Related to Later Reading Disability: A Five-Year Study. Toronto: Ontario Institute for Studies in Education, 1977. 23 p. Unpublished staff study.

The differentiation of lateral preference in hand, eye, ear and foot was measured in 110 normal Grade 1 children, who were tested three and five years later in reading achievement. No support was found for the widely held belief that delays in early lateralization underlie subsequent reading impairment. Paradoxically, boys with serious reading disability showed a strong degree of early lateral preference.

602. Kershner, John, and Richard Thomae. Visual-Perceptual Coding and Unilateral Dominance in Reading Disability. Toronto: Ontario Institute for Studies in Education, 1976. 23 p.

Study compared 26 dyslexic boys (9 to 11 years of age) with 26 good readers in consistency of right-sidedness in hand, eye, ear, and foot preference and in a cognitive component of visual-spatial, short-term memory. Results suggested that motor laterality influences reading ability only indirectly through a hemisphere-priming mechanism whereas coding strategy may be a major factor in specific reading disorders.

- *603. Learning disabilities -- directions for research. in Silverman, H., and K.G. O'Bryan (editors). Perspectives on Learning Disability. Papers presented at the First Annual International Symposium on Learning Problems sponsored by OISE and the Ontario Ministry of Education, Toronto, February 1972. Toronto: OISE, 1973. pp.5-13.

In the initial paper in this compilation, the editors describe a joint research project designed to test systematically and longitudinally several assumptions underlying perceptual and motor training programs. They recommend a change in the basic approach to the problem of children with learning disabilities on the grounds that the validity of the relationship between perceptual disability and school achievement is questionable. They suggest that school learning problems in such areas as reading and writing might best be treated by the individual teaching of those subjects rather than by the treatment of perceptual motor dysfunction as a prerequisite to academic instruction.

- *604. Learning disabilities -- implications of research for the classroom. in Silverman, H., and K.G. O'Bryan (editors). Perspectives on Learning Disability. Papers presented at the First Annual International Symposium on Learning Problems sponsored by OISE and the Ontario Ministry of Education, Toronto, February 1972. Toronto: OISE, 1973. pp.103-109.

Dr. Ken O'Bryan and Dr. Harry Silverman report on their joint research and development programs in the area of

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perceptual-motor handicaps. Dr. O'Bryan points out the lack of consensus in research in the area of learning disabilities and reports that there is indeed little evidence that a definable, global disability called "perceptual handicap" exists. He suggests, however, that specific disabilities can be diagnosed and that the incidence of perceptual disabilities is much lower than commonly supposed. He proposes that a child with suspected perceptual disabilities be tested on a wide series of measures to provide an extensive battery of information in terms of specific disability patterns for use by the specialist teacher. Dr. O'Bryan raises doubts regarding the usefulness and desirability of special classes, and proposes instead individualized treatment of specific disabilities by a specially trained teacher working in the child's regular school in cooperation with the class teacher.

- *605. Learning disabilities not understood, says consultant. ATA News 14, no.5:3 Nov 5'79.

Edward Polak, consultant for the Canadian Association of Children with Learning Disabilities speaks to a mini-conference for trustees and administrators regarding the difference between the learning disabled and children with learning problems which stem from social or emotional problems.

606. Leong, C.K. Patterns of Cognitive Processing in Disabled and Non-Disabled Readers. Saskatoon: University of Saskatchewan, n.d.

The information processing of poor readers is discussed.

607. Leong, C.K. Perceptual-Cognitive Patterns of Severely Disabled Readers. Saskatoon: University of Saskatchewan, n.d.

Paper read at 54th International Convention of Council for Exceptional Children, April, 1976, Chicago.

608. Leong, C.K. Performance of Dyslexics in "Non-Reading" Tasks. Saskatoon: University of Saskatchewan, n.d. Unpublished staff study.

This paper discusses antecedents to reading disabilities.

609. Leong, C.K. Spatiotemporal Information -- Processing in Children with Specific Reading Disability. Saskatoon: University of Saskatchewan, n.d.

Paper read at the 21st International Convention of International Reading Association, May 1976, Anaheim, California.

Learning Disabilities

610. Lewis, Ingrid. How to deal with left/right confusion and related disorders. Pathways 4:3:6-10 My'79.

- *611. Listening in for dyslexia. Reporter 3:6:16 Feb'78.

An electronic ear is used to teach children with learning disabilities to listen by reproducing the sound of the mother's voice as heard by the unborn child. It is claimed that this method helps remedy the situation in which the child can hear sounds but is unable to sort them into word patterns.

- *612. Soucie, Jacques, and Jane Williams. Blast and counterblast. Orbit 9:3:24-25 Je'78.

This article is in reply to "Dyslexia: the modern plague" Orbit, February 1978. (See no. 619). The stated causes of dyslexia in the previous article are disputed.

- *613. Trites, R.L. Children with learning difficulties in primary French immersion. Canadian Modern Language Review 33, no.2:193-207+ Nov'76.

A report is made of an investigation regarding the types of learning disabilities found in children who fail or do poorly in primary French immersion programs. Comments and criticisms are made by three guest analysts.

- *614. Trites, Ronald. Learning disabilities in immersion. Canadian Modern Language Review 34:5:888-889 My'78.

Two questions are addressed: (1) Should immersion programs be offered to all children, and (2) Should the child who is experiencing difficulties in immersion be switched to the regular English program? It is felt that there is no definite answer to the first question at present and that the answer to the second is "yes".

- *615. Trites, R.L., and M.A. Price. Learning Disabilities Found in Association with French Immersion Programming. Toronto: Ontario Ministry of Education, 1976. 193 p. ON00101.

Some children of above average potential and normal abilities for school progress in their native language experience difficulty or fail in a primary immersion program in a second language as a result of a mild specific maturational lag.

- *616. Trites, R.L., and M.A. Price. Learning Disabilities Found in Association with French Immersion Programming: A Cross Validation. Toronto: Ontario Ministry of Education, 1977. 170 p. ON00647.

The purpose of this study was to cross-validate results from an earlier study indicating a maturational lag in temporal

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lobe regions of the brain in children experiencing difficulty in French immersion.

- *617. Trites, R.L., and M.A. Price. Specific learning disability in primary French immersion. Interchange 9:4:73-85 1978/79.

A two-year study of learning disabilities found in association with French immersion programs indicates that children encountering difficulty in primary French immersion programs have a specific learning disability characterized by a pattern suggesting a maturational lag in the temporal lobe regions of the brain.

- *618. Whyte, L. Learning disabilities and mathematics learning (elementary level). Elements 7, no.4:6-7 Dec'75.

Describes the characteristics of a learning disability which appears to retard otherwise normal children in their ability to reason quantitatively. It is recommended that all school beginners be given intensive training in perception, motor coordination, intersensory integration, memory, etc. in kindergarten and first and second grades. Such programs intervene with children who are not developing normally to ameliorate those difficulties which make the teaching of arithmetic to these children difficult.

- *619. Williams, Jane. Dyslexia: the modern plague. Orbit 9:1:24-26 Feb'78.

A new theory which uses audio-therapy to treat dyslexia is discussed.

620. Yeudall, L., and others. An Exploratory Study of the Incidence and Type of Brain Dysfunction in Elementary School Children. Edmonton: Edmonton Public School Board, n.d. 15 p. Unpublished staff study.

Report of a feasibility study to determine the incidence of brain dysfunction among various groups of children experiencing school problems, and to discover which type of brain dysfunction characterizes each group.

MENTAL HANDICAPS

621. Akoodie, Mohammed A. The Assessment of Knowledge and Attitudes Towards Mental Retardation. M.A. thesis, University of Toronto, 1976. n.p.

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622. And now kids call for them: to extend-a-family. Mental Retardation 29:2:1-3 Ap'79.
623. Baig, Kamal. Home Training of Parents and Their Trainable Mentally Retarded Children. Ph.D. thesis, Ontario Institute for Studies in Education, 1977.
624. Baine, David. Graphemic Discrimination by Educable Mentally Retarded and Slow Learners. Ed.D. thesis, University of British Columbia, 1975.
625. Baine, David. Some problems associated with achievement testing of the mentally retarded. Mental Retardation Bulletin 5:2:49-61 Fall'77.
626. Baker, H. The Volunteer in the Retarded Children's Nursery. Toronto: Ontario Association for the Mentally Retarded, 1972. 45 p.
- *627. Bannard, J.R. Teaching Piagetian classificatory skills to slow learning multi-handicapped children. Teaching Atypical Students in Alberta (TASA) 5:70-78 Fall'75.

The results of this study indicated that it was successful in the limited sense of demonstrating an improvement on selected classification tasks and that this improvement was attributable to a brief classification training program.

628. Beaumont, Robert A. A Computer Analysis of Choice Status, Group Expansiveness and Group Cohesiveness of Educable Mentally Handicapped Students. M.Ed. thesis, University of Saskatchewan, 1976.

This study is designed to investigate the efficacy of a computer program for analyzing sociometric data and to determine the influence of Judo-training on sociometric measures.

- *629. Bickersteth, Pat. Continuity through the summer. Special Education in Canada 53, no.1:23-24 Fall'78.

A summer program for 50 moderately handicapped students was intended to provide three major opportunities for participants: some degree of learning continuity, peer group socialization experiences and structured recreational experiences.

630. Blair, R.T., and G. Groadley. Education of the educable mentally handicapped in New Zealand. Mental Retardation Bulletin 4, no.1:40-7 Spr'76.

631. Bloom, Barbara. Educational programming for severely and moderately retarded children. Mental Retardation 28:4:14-20 Oct'78.
632. Boberg, Einer. Stuttering in the retarded: I. Review of prevalence literature. Mental Retardation Bulletin 5:3:90-100 1977.
633. Boberg, Einer, and others. Stuttering in the retarded: II. Prevalence of stuttering in EMR and TMR children. Mental Retardation Bulletin 6:2:67-76 1978.
634. Bonter, N., and C. Rose. The Talking Doors: A Speech and Language Program for Mentally Handicapped Children. Vancouver: Educational Research Institute of British Columbia, 1976. 89 p.
635. Brown, Roy I., and E. Ann Hughson. Pre-vocational training for the severely retarded adolescent. Journal of Practical Approaches to Developmental Handicap 1:1:23-29 Feb'77.
636. Cassie, J.R. Bruce. Housing Mentally Retarded Students in a Regular School. St. Catharines, Ont.: Ontario Institute for Studies in Education, Niagara Centre, 1977. 55 p.

This research report, written in response to a request of the Lincoln County Public School Board of Education, evaluates an experimental program in which two classes of trainable mentally retarded students were housed on a shared facilities basis in a regular school setting.

637. Coppin, Norman. Social Learning of Mentally Handicapped. M.Sc. thesis, University of Ottawa, n.d. 72 p.

This study investigates the relationship between core communication skills and social skills among mentally handicapped persons.

- *638. Crystal, Doreen, and Harold Smith. Floor hockey: putting the donut into a net. Special Education in Canada 49, no.2:10-14 Wtr'75.

A form of floor hockey specially adapted for retarded boys and men is explained in detail.

639. Cullen, Chris N. Errorless learning with the retarded. Journal of Practical Approaches to Developmental Handicap 2:3:21-24 Dec'78.
640. Cummins, James. Linguistic and cognitive development of mentally retarded children: a review of recent research. Mental Retardation Bulletin 5, no.1:19-29 Spr'77.

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641. Dellavioia, Mario. A Comparison of Rural and Urban Education for the Educable Mentally Retarded. M.A. thesis, University of Calgary, 1978. 100 p.
642. Dmitriev, Valentine, and Patricia Oelwein. Children with Down's syndrome learn self-help skills in a pre-school setting. Journal of Practical Approaches to Developmental Handicap 1:3:7-12 Dec'77.
643. Dunst, Carl J. Attitudes of parents with children in contrasting early education programs. Mental Retardation Bulletin 4, no.3:120-132 Wtr'76.
644. Early education project: a home and school approach to the early education of handicapped children. Mental Retardation Bulletin 4, no.1:29-35 Spr'76.

This is a description of an early education project in Edmonton, Alberta.

- *645. Enkin, Marvin I. Deinstitutionalization and institutional reform in British Columbia. BC Journal of Special Education 3:2:133-146 Sum'79.

Some of the recent changes in the organization and delivery of residential services for the mentally retarded in British Columbia are discussed. The first section looks at the history of residential institutions. It also includes a discussion of the three major influences responsible for the changes in residential care: normalization, citizen advocacy and litigation. The second section examines the roles of the agencies concerned with the processes of deinstitutionalization and institutional reform in B.C. The third section presents alternative forms of care. Finally, concern is expressed for issues that must still be addressed.

646. Evans, Isabel A. Individualizing Mathematics Instruction for the Adolescent Mentally Handicapped Student -- an Evaluation of the Network Approach. M.Ed. thesis, 1977. 138 p.
647. Evans, J.R. Implementation of an outdoor physical education program for mentally handicapped children. CAHPER Journal 41:6-9 Jan-Feb'75.
648. Fotheringham, John B., and Joan Morris. Helping the Retarded Child in the Elementary School Years. Toronto: University of Toronto, Guidance Centre, 1979.

649. Fotheringham, John B., and Joan Morris. Understanding the Preschool Retarded Child. Toronto: Guidance Centre, University of Toronto, 1976. 100 p.

A well-balanced general introduction to mental retardation in children, this book could be read with profit by parents of mentally retarded or handicapped children and by the increasing number of professional workers in the educational, medical and social services whose work brings them into contact with mentally retarded individuals.

- *650. Foxcraft, Richard. Integration of T.M.R. students: the Portage View model (Part I of a two part article). Special Education in Canada 52, no.2:4-7+ Wtr'77.

Portage View is the first Ontario school specifically designed for a fully integrative approach in terms of physical plant, staff selection and training, and preparation of the students attending. The program and facilities are discussed.

- *651. Foxcraft, Richard. Integration of T.M.R. students: the Portage View model, Part B. (Part 2 of a two part article). Special Education in Canada 51, no.3:19-22 Sum'77.

See previous article for annotation.

652. Foxcraft, Richard. The Portage View model integration of mentally retarded students in a public school. Mental Retardation 28:4:21-26 Oct'78.

- *653. Fry, Tony. An outdoor program with a difference. Orbit 9:3:10-11 Je'78.

A summer camp program in which one-half of the students accepted were mentally retarded is described.

654. Garber, Malcolm. Home Training of Mentally Retarded Children. Toronto: Ontario Institute for Studies in Education, 1977. 370 p. ON01080.

Over a two-year period the researcher assessed a home-based special education program designed to foster better teaching skills in the parents of trainable mentally retarded children, and to generate academic and social skills in the children. Trained paraprofessionals visited homes and taught parents how to work more effectively with their children through teaching tasks fashioned according to principles of behaviour modification. After the first seven months of treatment, statistically significant differences appeared favouring the treatment group. During the second year the control group was provided with the treatment and these differences did not appear, making a strong argument for the effects of the treatment.

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- *655. Gibson, D. We use to call them imbeciles: guidance expectations for the trainable mentally retarded. School Guidance Worker 29:25-31 Jy-Aug'74.

There are significant pools of knowledge about the trainable mentally retarded in the fields of medicine, psychology and sociology which could provide the foundations of a guidance and counselling technology available to the TMR within the community educational system. This article presents a condensation of the cross-discipline evidence in the form of working propositions relevant to educational counselling.

- *656. Goldberg, Benjamin. Aggressive problems and the mentally retarded. Special Education in Canada 51, no.4:22-28 1977.

Innate, extrinsic and eclectic theories of aggression are reviewed. The special vulnerability of the mentally retarded to all stresses is discussed. A wide variety of management techniques are noted with emphasis on the classroom teacher's understanding and adaptation.

- *657. Hambleton, Donald Charles, and Suzanne Ziegler. The Study of the Integration of Trainable Retarded Students Into a Regular Elementary School Setting. Toronto: Metropolitan Toronto School Board, 1974. 218 p.

658. Hambleton, Donald Charles. Total Communication with Trainable Retarded Children. Toronto: Metropolitan Toronto School Board, c.1979. ON01082.

The purpose of this experimental research was to develop communicative competence in trainable mentally retarded students by means of a combined verbal/sign program implemented in regular classrooms. Teachers presented the regular curriculum in spoken English and signed English simultaneously. At the beginning and end of the data collection period, experimental and control students were assessed on intellectual level, speech and language performance, communicative competence, social maturity and competence, gross and fine motor development, self-help skills, and parent-child relationship. The findings showed the total communication program to be a viable method of improving communication skills in the language-handicapped trainable retarded child, with younger children (age 3-5) benefiting most.

659. Harder, Eric I. Accepting the mentally retarded. Mental Retardation Bulletin 2, no.3:116-118 Fall-Wtr'74/75.

660. Hardy, Madeline I. Possible solutions for impossible problems. Mental Retardation 27:1:19-23 Jan'77.

661. Hermanson, C., and J.P. Das. Measuring adaptive functions: factor analysis of a popular scale. Mental Retardation Bulletin 5:2:62-69 Fall'77.
662. Hermanson, C., and J.P. Das. Social interaction between caregivers and profoundly retarded children. Mental Retardation Bulletin 5:3:101-114 1977.
663. Hillyer, W.J. Separate school education for trainable retarded children. Catholic Trustee 16, no.4:3-4 Dec'76.
664. Holdgrafer, Gary. Imitation in language training. Mental Retardation Bulletin 3, no.2-3:202-215 '75/76.
- *665. Howard, L. Think of me as a person. Teaching Atypical Students in Alberta (TASA) 5:44-49 Fall'75.

The author tells of a helpless and frightened TMR child deposited by his mother in a regular grade one classroom and a program developed by the teacher and the other pupils to help him gain a measure of self-confidence and a few basic skills.

666. Jardin, W.D., and Karen Passmore. Senior retarded students and their work experience. Reporting Classroom Research 5, no.1:7 Jan-Feb'76.
667. Jacobs, J. Self-image and retardation. Mental Retardation 26:4:3-8 Oct'76.
- *668. Jones, Colin. Travel training: Christine Meikle School. Teaching Atypical Students in Alberta (TASA) 6, no.1:75-80 Fall'76.

TMR students learn, practise and become proficient in correct procedures for boarding, riding and disembarking from public transportation facilities.

669. Judkins, John D. Increased rate and legibility of printing through self-generated token system. Mental Retardation Bulletin 3, no.2-3:193-201 '75/76.
670. Kabzems, Venta Louise. Arithmetic Concepts in Moderately Mentally Retarded Children. M.Ed. thesis, University of Saskatchewan, 1977. 65 p.

The order of acquisition of arithmetic concepts in moderately mentally handicapped students with a mental age range of four to seven years was compared with that of kindergarten students of normal mental ability within the same mental age range. Specific tasks were designed to test the acquisition of numerical concepts. The data gathered from the completion of the arithmetic tasks were subjected to a scalogram analysis.

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The results showed that the order of acquisition of certain arithmetic concepts was similar in kindergarten males, kindergarten females and retarded females. The group of retarded males did not appear to acquire arithmetic concepts in parallel fashion with the group of kindergarten children.

- 671. Kamberk, Mary P. A Study of Objective and Social Decentering with Mildly Retarded Children. M.A. thesis, University of Toronto, 1976.
- 672. Keith, Robert. Teacher Attitude Toward the Education of the Educable Mentally Retarded. M.Ed. thesis, Brock University, 1978. 41 p.
- 673. Kaufman, David. Strategy training and remedial techniques. Mental Retardation Bulletin 6:1:53-61 1978.
- *674. Klas, Brenda and Leroy Klas. Accordion seems under-rated in classroom. Special Education in Canada 49, no.1:25 Fall'74.

The author presents several reasons why a piano accordion is an excellent instrument for use in music enrichment classes for the mentally handicapped.

- 675. Leong, C.K. Psychological diagnosis of mentally retarded children. Mental Retardation Bulletin 4, no.1:10-16 Spr'76.
- 676. Lupart, Judy Lee. Levels of Processing in EMR and Normal Children. M.Ed. thesis, University of Alberta, 1978. 189 p.
- *677. MacDonald, L.W. Behaviour management services ... a program in Edmonton for "mentally retarded" youngsters with behaviour problems. Teaching Atypical Students in Alberta (TASA) 5:79-84 Fall'75.

This service is designed to serve "mentally retarded" children (age 8-15) who have been defined by their parents or community agencies as having behaviour problems. As a result they are unmanageable at home and barred from participating in existing community programs. The objective of the program is to alleviate the disruptive behaviour so the children can function more successfully at home and in the community.

- 678. MacLeod, Betty. Socialization Effects of Integrating Mentally Retarded Children into the Public School System. Toronto: Ontario Institute for Studies in Education, 1978. 18 p. Unpublished staff study.

This project examined and reported upon social interactions between mentally retarded and normal students during the course of the first planned program of integration carried out in Oakville during the 1976-77 school year. This paper describes the program and sets forth some policy implications based upon the project's findings.

679. Martin, Michael. An Experimental Program of Treatment for a Mentally Defective Child. A Case Study. M.Ed. thesis, University of New Brunswick, 1976. 126 p.

Principles of behaviour modification were used to treat a brain-injured child in attempts to improve his attention span.

- *680. Merricks, D.L. Teaching values in special education classes. NTA Journal 66:13-15 Sum'75.

The author presents some thoughts on teaching values to mentally retarded pupils.

- *681. Mithaug, Dennis E. Increasing the severely retarded student's access to vocational education through pre-vocational training. BC Journal of Special Education 2:4:311-320 Wtr'78.

This paper describes and analyzes the physical, attitudinal, and behavioural barriers that prevent the severely retarded student from having equal access to vocational education opportunities. This discussion leads to the conclusion that a cost effective approach to barrier reduction is one that concentrates on those skills and behaviours that are necessary for entrance into a vocational training program. This is the role of pre-vocational training.

682. Moodie, A.G. Survey of Provisions made by Selected School Systems for Trainable Mentally Retarded Children. Vancouver: Vancouver Board of School Trustees, Department of Evaluation and Research, 1976. 10 p.

- *683. Morris, J. For the retarded: career counselling plus. School Guidance Worker 30:13-17 Nov-Dec'74.

It is necessary for counsellors to work with special education teachers to help the slow learner find success in school and then in work.

684. Mulcahy, Robert. Practical introduction to mental retardation. Mental Retardation Bulletin 5:2:82-85 Fall'77.

- *685. Nash, B. Chris, and Alan McQuistan. Sharing School Facilities With the Mentally Retarded: A Study of Sharing Secondary School Facilities with Senior Trainable Retarded (Age 14-21). Toronto: Ontario Ministry of Education, 1975. 125 p. ON00190.

The purpose of this comparative study was to examine the effects of integrated secondary school facilities on the behaviour and self-concept of trainable mentally handicapped students, and on the attitudes of other students towards them.

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No significant differences were found in behaviour, speech, task performance, or self-concept between integrated and segregated trainable mentally handicapped students, although the integrated students' parents favoured the program. There was no evidence that attending school with handicapped people had any effect on the attitudes of ordinary students. It was concluded that the desirability of semi-integration is proportional to the number of arrangements that can be made for the sharing of school facilities, and that teachers of the retarded should be fully integrated members of the regular teaching staff.

- *686. Nebraska retarded stay home, work in industry. Special Education in Canada 49, no.3:13-14.

The normalization and community integration program for the retarded administered by the Eastern Nebraska Community Office of Retardation is described.

687. The need for a happy face: pilot parents. Mental Retardation 29:2:3-7 Ap'79.

- *688. Nesbit, Wayne. Special education in Britain. Special Education in Canada 52, no.4:15-18 Sum'78.

This paper attempts to synthesize viewpoints generated during discussions between the author and headteachers, classroom teachers, psychologists, social workers and local education authorities involved with provisions for retarded children in various areas in Britain. Views of educators in teacher training institutions on the subject of training teachers to deal with retarded students are also presented.

689. Norley, Delores. So you want to make a difference. New Horizon 11, no.2:13-15 Wtr'76.

- *690. On special education. Education Today 3, no.8:5-9 My'77.

This report deals chiefly with sight and hearing impairment and retardation and the move to relate public school special education more closely to the regular K-12 program.

691. Oranchuk, Loretta. Mentally handicapped child. Venture Forth 7, no.4:18-19+ Sum'76.

692. Poling, Allan. Increasing the compliance of retarded children thru simple systematic consequence. Mental Retardation Bulletin 5:2:76-81 Fall'77.

- *693. Robinson, Ruth, and Roy Parry. Reports on integration and work experiences. Teaching Atypical Students in Alberta (TASA) 6, no.1:39-42 Fall '76.

Integration and work experience programs for trainable mentally handicapped children are discussed.

694. Rocher, G. Allan. From research knowledge to practice: a challenge for the coming decade. Mental Retardation 27:1:10-15 Jan '77.

695. Rodrigues, Myra. Blindness and mental retardation. Mental Retardation 26:4:18-20 Oct '76.

- *696. Rogow, Sally. Play and reality: essentials of educational planning for blind retarded children. Special Education in Canada 51, no.1:18-19+ Fall '76.

Spontaneous play behaviour does not come easily to the blind retarded, but it can be coaxed with the help of careful planning, ordered sequences of activities and the use of materials that are easily managed.

- *697. Rooney, Edward. Television programs for retarded. Special Education in Canada 52, no.4:20 Sum '78.

A pilot project in an intermediate trainable retarded classroom to see if television could stimulate very slow learners is described. "Sesame Street" was found to be the most useful program available because of its daily drilling of very basic concepts. The use of headphones to block out other auditory distractions was found to increase the attention span of the pupils by about 50 per cent.

698. Rourke, Byron P. Neuropsychological Studies of Retarded Reading and Spelling in Elementary School Children. Windsor: University of Windsor, c.1979. ON01086.

This experimental research consists of three related studies extending previous work by Dr. Rourke in the area of early prediction and elucidation of the causes of reading and spelling retardation. The three studies involved the cross-validation of a prediction study of reading retardation, the revision and gathering of norms for a test, and the determination of language deficiencies in different types of retarded spellers at two age levels.

699. Smith, Terry. Something to think about ...(mentally handicapped). New Horizon 10, no.4:9-10 Spr '76.

700. Speakman, Haddon G.B. Measurement of motor fitness in trainable mentally retarded children. CAHPER Journal 43, no.5:30-35 My-Je '77.

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- *701. Steer, Michael, and Noel Brown. All around the bays: the Portage Project in Newfoundland. Special Education in Canada 53, no.3:26-28 Spr'79.

The authors describe the operation of a province-wide community-based service to assist mentally retarded and developmentally delayed children from birth to the point where they are ready to attend regular classes or special education programs.

- *702. Steer, Michael, and Noel Brown. Educating developmentally delayed children in Newfoundland: how home visiting specialists teach parents to teach. Education Canada 18:3:12-15, 18 Fall'78.

This program is a variation of the Portage (Wisconsin) Project. Services are provided to mentally retarded and developmentally delayed children from birth to six years of age. Home teachers visit approximately 13 families a week and teach parents how to teach their children. Each parent then works with the child throughout the week.

703. Stott, Dennis H. Developing learning capability in the retarded. Journal of Practical Approaches to Developmental Handicap 1:3:19-31 Dec'77.

704. Thumlert, I.D., and R.I. Brown. Rehabilitation and research -- an experiment in community integration of the developmentally handicapped. Teaching Atypical Students in Alberta (TASA) 4:11-19 Fall'74.

705. Vernon, Philip Anthony. Verbal Mediation in the Mentally Retarded. M.Sc. thesis, University of Calgary, 1977. 96 p.

- *706. Wall, A.E. Motor performance of the mentally retarded. McGill Journal of Education 11, no.1:74-82 Spr'76.

Mentally retarded persons are deficient in their motor performance. Many interacting factors contribute to this deficiency, but one key area open to teacher intervention is the amount of directed motor practice that is available to the mentally retarded child. Mentally retarded children can learn motor skills when they are taught in a sequential progression that permits them to practise in controlled motor learning situations. New program developments have been established that stimulate mentally retarded children to learn and use fundamental motor skills. These types of programs need to be widely implemented.

707. Watkinson, Jane. PREP: a program for teaching play skills to retarded children. CAHPER Journal 45:4:15-17+ Mar-Apr'79.

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708. Watkinson, Jane, and A.E. Wall. The PREP program: a preschool play program for moderately mentally retarded children. Mental Retardation Bulletin 6:1:1-13 1978.
- *709. Weisfeld, Sandra. Precision teaching in church basement. Special Education in Canada 48, no.4:26-27 Sum'74.
- An informal education program for retarded teenagers using precision teaching methods is described.
710. Wilson, F.B. In search of independence. Mental Retardation Bulletin 4, no.1:17-28 Spr'76.
- *711. Workshop examines TREK program for retarded. Saskatchewan Bulletin 41:5 Je 13'75.
- A flexible, objective-based program for the trainable retarded is briefly described.
- *712. Young, G. Education of retarded moves into high school. Saskatchewan Bulletin 41:8 My 21'75.

A project to integrate five retarded students into a high school to increase their self-concept and opportunities for social interaction is described as a success for all involved. Their progress had been rapidly slowing down in elementary school because of lack of environmental stimulation and academic challenge.

PHYSICAL HANDICAPS

713. Birkenshaw, Lois. Music for the handicapped child. Canadian Music Educator 19, no.1:44-50 Aut'77.
- *714. Briggs, J.W. Do voices still cry in the wilderness? Teaching Atypical Students in Alberta (TASA) 5:8-15 Fall'75.

This paper discusses the special needs of atypical students. One category, the seriously physically handicapped, was dealt with as a illustration of the provisions that should be made for children who cannot function adequately in regular settings without special treatment and assistance. It is emphasized that, to meet the needs of these students, a cooperative effort by members of a number of different disciplines is required. The organization and approach necessary to develop an effective program of this kind is discussed.

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- *715. Binnie, Joy. Integrating the physically handicapped into the regular classroom. Venture Forth 10:2:48 Feb'79.

Tips for teachers with physically handicapped children in their classroom are presented. The need for special teacher training, lower pupil-teacher ratios, special equipment and support services is also stressed.

- *716. Carpenter, Rodney. A rough and rocky road to an education. Special Education in Canada 51, no.1:10-13 Fall'76.

A victim of cerebral palsy describes his educational experiences.

717. Centers for handicapped children go forward amid emotional furor. St. John's Edmonton Report 5:24:30 My 19'78.

718. Chown, Mary Louise. Self-perceptions of handicapped children. Today 7:2:20-25 Spr'78.

719. Computers assist handicapped children with learning problems. Education Manitoba 1:11-12 Nov'74.

- *720. Craton, Doreen. Teach them with mind and heart. Manitoba Teacher 56:5:7 Jan'78.

A teacher describes her early experiences with physically handicapped children integrated in a regular typing class.

721. Craton, Doreen. Teaching handicapped children. Manitoba Spectra 5:1:17-19 Jan'78.

- *722. De Leeuw, J. Up to their braces in clay. Teaching Atypical Students in Alberta (TASA) 5:50-53 Fall'75.

Grade one children in a school for physically handicapped students are encouraged to participate in a ceramics class.

723. Designing Schools for the Physically Handicapped. Toronto: Ontario Ministry of Education, 1977. 35 p.

724. Dickson, Pat. Physically handicapped child. Venture Forth 7, no.4:37-41 Sum'76.

- *725. Emes, Claudia. Alberta hosts winter camp. Special Education in Canada 50, no.1:12-13 Fall'75.

A winter camping experience for handicapped children is described.

726. Emes, Claudia. Integration of disabled students into dance. CAHPER Journal 40:43-44 J1-Aug'74.

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- *727. First pupils needed greater emotional maturity. Special Education in Canada 48, no.2:8-9 Feb'74.

A progress report on the first class at the Ontario Crippled Children's Centre to be taught to communicate by means of Bliss symbols.

- *728. Gosse, Verena F., and Glen Shepard. Attitudes toward physically disabled persons: do education and personal contact make a difference? Canadian Counsellor 13:3:131-145 Ap'79.

This study compared the attitudes toward physically disabled persons of individuals at three educational levels who had and had not had personal contact with the disabled. Data analyses revealed a significant main effect for educational level. The higher their educational level, the more positive were the students' attitudes with the exception that no significant differences between the attitudes of grade eleven and university students were found. In general, those who had contact with physically disabled persons were more favourable in their attitudes than those who had no contact.

- *729. Haskell, S.H. Education of physically handicapped children in regular schools: some current issues. Teaching Atypical Students in Alberta (TASA) 2:9-16 Fall'72.

Some alternative types of educational provision open to physically handicapped children in Britain are considered in order to ascertain the advantages and disadvantages of each, and also to illustrate the practical problems of integration. Some of the options discussed are normal classes in regular schools, special classes or "units" in regular schools and boarding schools.

730. Hauch, Valerie. Handicapped kids come out of hiding. New Horizon 12:2:10-11 Sum'78.

731. Homenick, Linda. Meeting report -- the physically handicapped student: how to cope with Bill 58. Manitoba Physical Education Teachers' Association Journal 10:3:14-16 My'78.

- *732. Hooker, Veronica N. Behavior therapy and the problems of the handicapped. BC Journal of Special Education 2:1:57-66 Spr'78.

A physical limitation affects an individual both socially and psychologically as well as physically. When working with the handicapped individual, the practitioner must never lose sight of the fact that he is dealing with a complex of interacting problems. The author feels that behaviour therapy is very useful in alleviating a wide range of specific difficulties.

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733. Hutchison, Peggy. Play, disability, and development. New Horizon 12:3:14-19 Fall '78.
- *734. Potter, G. Multi-media experiments open new communication channels for the physically handicapped (two-part article). Learning Resources 2:24-25 Sept '74, and 2:18, 20 Nov '74.

This experiment was designed to establish whether or not media such as closed-circuit television, cameras and tape recorders could be used to overcome some of the learning and communications problems experienced by physically handicapped children.

735. Rawlyk, S.A. Integration of handicapped children in primary programs. Venture Forth 6:19-20 Sum '75.
736. Scott, A.G., and T. Ryan. Nursery experience for physically handicapped children. Western Psychologist 4, no.4:89-97 1973.
737. Shenko, Shirley. Recreation? For my child? New Horizon 12:1:8-11 Spr '78.
738. Smith, R.D. Investigation of the Needs of Handicapped Children to be Served in a Regular Classroom. Vancouver: Educational Research Institute of British Columbia, 1978. 26 p.
739. Spencer, C.D., and others. Assessment of self-esteem and satisfaction in amputee children. Journal of Practical Approaches to Developmental Handicap 1:2:18-20 Jy '77.
- *740. Spillos, James, and Henry L. Janzen. Therapeutic intervention for the physically handicapped. Canadian Counsellor 12:2:112-116 Jan '78.

The need for training counsellors specifically for intervention with the physically handicapped is the major focus of this article. Definitions of disabilities, rehabilitation and emotional factors are stressed as important variables in physical and psychotherapeutic treatment. The authors review some of the psychological aspects of counselling the physically handicapped. Comparative studies are reviewed which indicate that although there are many commonalities in counselling physically able and disabled clients, special attention is given to those factors in the counselling process that are unique to a physically handicapped client-counsellor relationship.

741. Stevens-Guille, B. Special report: the model pre-school centre for handicapped children. New Horizon 9:4-6 Wtr '75.

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742. Teachers educating the handicapped: a look at learning at the Dr. William F. Roberts Hospital School. The Counsellor's Forum 6:2:15-16 Mar'79.

- *743. University of Calgary researchers develop computer terminal for physically handicapped. Ontario Education 7:14-15 Sept-Oct'75.

A variety of easily interchangeable head, foot and hand controls make computer-assisted learning available to handicapped students.

- *744. Vargo, J.W. On counselling the physically disabled. Canadian Counsellor 13:1:14-17 Oct'78.

To help a client overcome the handicapping effects of physical disability, a counsellor should have a rudimentary knowledge of the behavioural manifestations of the medical condition, and be skillful at implementing counselling strategies which are compatible with the intra- and interpersonal dynamics characteristics of each stage.

745. Vinish, M.T. Modification of Children's Attitudes Toward the Handicapped: An Assessment of the Effectiveness of a Specific Unit of Study. Regina: Saskatchewan School Trustees' Association, 1974. 8 p.

746. Want to read? Triumph over disability: what is being done for -- and by -- the handicapped. Special Education Council News 4:8-10 Apr'74.

- *747. Ward, James L. Let's accept the handicapped as equal citizens. ATA Magazine 59:1:42-43 Nov'78.

The needs of "dependent" handicapped students and different ways of providing for them are discussed.

SENSORY HANDICAPS

748. Anderson, John L. The Hearing Impaired Student in the Regular Classroom. Victoria: B.C. Ministry of Education, 1977. 24 p.

749. Association for Visually Impaired Students of British Columbia. Typing for visually impaired students. BC Business Educators' Association News 17, no.3:10-11 Mar'77.

- *750. Bader, Dennis. Specialist stresses early detection of vision related learning problems. Saskatchewan Bulletin 45:10:9 Jan 31'79.

Recent studies have shown that 40 per cent of all grade students fail to reach their academic potential because of

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vision handicaps. A Toronto vision specialist describes some of the symptoms.

- *751. Boyd, J. Communication disorders related to hearing impairment. Special Education in Canada 51, no.3:9-10 Sum'77.

The author presents some suggestions on how to accommodate hearing-impaired children in regular classrooms.

- *752. Bunch, Gary. Mainstreaming and the hearing impaired child: decision making. BC Journal of Special Education 1, no.1:11-17 Wtr'77.

A decisionmaking tool called the Integration Rating Scale is described. This scale was designed to assist educators in making mainstream decisions with regard to the hearing impaired child. It can be used in making the initial decision and as a continuing guide in examining success and changing support needs.

- *753. Bunch, Gary. Testing receptive and expressive language ability in hearing impaired children. BC Journal of Special Education 2:J:227-237 Fall'78.

The Test of Receptive Language Ability (TERLA) and the Test of Expressive Language Ability (TELA) are presented to aid the teacher of the hearing impaired to obtain information regarding the language ability of their students.

754. Cambria, Robert J. Current Reading Theories Applied to the Language and Reading Acquisition of the Deaf. M.A. thesis, University of Toronto, 1977.

- *755. Cambria, Robert, and Iain Davidson. Expanding the world of a deaf child: a summer program of guided activities. Orbit 8, no.5:23-25 Dec'77.

A summer program emphasizing the interaction of a deaf but verbal adult and single or small groups of deaf children is an excellent way to meet the needs of many deaf children during summer vacations. A program during which deaf children are encouraged to communicate and interact in society is described.

756. Camire, Lorraine. Some English language problems faced by students coming into the vocational orientation for the deaf program at Vancouver City College. The Deaf Canadian 2:4:68-75 Jy-Ag'77.

757. Can deaf children acquire language? An evaluation. The Deaf Canadian 2, no.1:8-13 Wtr'77.
758. Canadian deaf youth leadership camp. The Deaf Canadian 1, no.2:4-7, 23 Fall-Wtr'75/76.
- *759. Carlson, Larry. Visually impaired. Venture Forth 10:2:47 Feb'79.

Three program options for visually impaired students in Saskatchewan are discussed. They are services in the home school, resource-itinerant programs and residential school.

760. Clayton, Thompson. Speak to the deaf. The Deaf Canadian 3:6:3-5 Dec'78.
761. Clarke, B.R., and others. Overview of the demographic study of hearing impaired students in British Columbia. BC Journal of Special Education 1, no.1:45-50 Wtr'77.

Lack of information about the province's school-age children with hearing problems was a major impediment for those responsible for planning, implementing and maintaining programs for the hearing impaired. The government funded a research team from the University of B.C. to gather systematic data regarding characteristics of hearing impaired children and their performance in various curricular areas commonly included in school programs.

762. Clarke, Linda. Report on the second annual Canadian deaf youth leadership camp. The Deaf Canadian 1, no.4:18-20 Sum-Fall'76.
763. Colosimone, Richard. Vocational education of the deaf -- 1978. The Deaf Canadian 3:4:49-51 Jy-Ag'78.
- *764. Cormack, Barbara, and Don Hepburn. Speech aide and the one-armed paper hanger. Teaching Atypical Students in Alberta (TASA) 6, no.1:17-19 Fall'76.

The services of overextended speech pathologists can be extended by using volunteer speech aides or assistants. A program in Red Deer is described.

- *765. Csapo, Marg, and Bryan Clarke. Deaf-blind children hide at home and government agencies ignore them. Special Education in Canada 48, no.3:24 Nov'73.

A systematic national survey is urgently needed to locate the deaf-blind children in Canada. These children are often hidden away at home or in institutions, and labelled as severely retarded, and thus prevented from receiving appropriate services.

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- *766. Davidson, Iain F.W.K. Studying young blind children. Orbit 7, no.3:17-19 Je'76.

The author is one of the members of the OISE Department of Special Education who participated in a government funded study of pre-school blind children. The group prepared a handbook for the parents of these children and developed assessment scales for use by psychologists, teachers and others professionally concerned with the children. In this article he describes some features of the project of interest to nonspecialist teachers.

- *767. Davidson, Iain, and others. Handbook for Parents of Preschool Blind Children. Toronto: Ontario Ministry of Education, 1976. 97 p. ON00123.

This handbook is intended to help parents of blind children provide them with structures and purposeful guidance in the early years, but will also be helpful to professional workers in regular contact with a blind child. The discussion and suggestions are not applicable only to the child who is totally blind; any parent whose child has a significant visual impairment will find useful material. The principal value of the handbook lies in the information on how visual impairment affects the child's development. Lists of community resources and of books offering more specific information on other handicaps are included.

768. Deaf children often diagnosed as retarded. The Deaf Canadian 2, no.4:28 Jy-Ag'77.
769. Deaf earn special place at Red River Community College. The Deaf Canadian 3:5:25-26 Sept-Oct'78.
770. Deaf school spurns researcher. The Deaf Canadian 4:3:21 Mar'79.
771. Did you know. The Deaf Canadian 3:2:19 Mar-Ap'78.
772. Dunne, James Aloysius. A Descriptive Analysis of the Vocational, Pre-Vocational and Industrial Arts Program in Resident Schools for the Hearing Impaired in Canada. M.Ed. thesis, University of Alberta, 1977. 149 p.

Describes in detail the nature and extent of vocational, pre-vocational, and industrial arts programs that were offered in the residential schools for the hearing impaired in Canada during the 1975-76 school year.

- *773. Early detection of vision problems. Education (NS) 6:3 Nov 5'75.

Some of the warning signs associated with vision problems in young children are explained.

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774. Evans, Lionel. Towards an efficient education for deaf people in Britain. The Deaf Canadian 3:2:23-24 Mar-Apr'78.
775. Fisher, R.E. Interprovincial school for the education of the deaf. The Deaf Canadian 1:13-14 Spr-Sum'75.
776. Fox, W.J. Ernest C. Drury School. The Deaf Canadian 3:10-11 Nov-Dec'74.
777. Gironella, O.C., and J.V. Trott. Alberta School for the Deaf resource centre. Teaching Atypical Students in Alberta (TASA) 4:41 Fall'74.
- *778. Hagen, Denis. Mainstreaming the visually handicapped. Atlantic Canada Teacher 2:18-22 Spr'79.

Materials and equipment needed to accommodate blind students in the regular classroom are discussed.

779. Hambleton, Donald Charles, and others. Report on Auxiliary Amplification Equipment for Hearing-Handicapped Students. Toronto: Metropolitan Toronto School Board, 1976. 26 p. ON00585.

This study was conducted to evaluate a program providing amplification equipment and extra teacher support for hearing impaired students in regular classrooms. It was found that the phonetic ear was beneficial for most students. Positive gains were made in speech reception and reproduction. However, consideration must be given to servicing arrangements, repair and replacement responsibility.

780. Hobbs, Janet. Jericho Hill -- is it Catch 22? The Deaf Canadian 1, no.4:6-8 Sum-Fall'76.
- *781. Integration plan for handicapped. Education Today 2, no.7:1+ Je'76.

The B.C. Dept. of Education plans to integrate perceptually handicapped children in regular schools in their home community.

782. Keeton, Anne. The Development of Synthesis in Exceptional Children: Final Report. Toronto: Ontario Institute for Studies in Education, 1977. 18 p. Unpublished staff study.

In this study, involving twenty-two children, the investigator continues her examination of the development of semantic integration in young deaf children, using a paradigm which can shed light on receptive language processes at an early stage of development.

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783. Keeton, Anne. Skills for Semantic Integration in Deaf and Hearing Children: Final Report. Toronto: Ontario Institute for Studies in Education, 1976. 12 p. Unpublished staff study.

Earlier work by this investigator found that hearing children who are able to integrate the semantic content of speech often fail to integrate print sentence information: she attributed this non-integration response to the children's inability to transfer to the specific context of print the skills already mastered for comprehending speech. The present study was designed to see if the same integration and non-integration response patterns characterized deaf children's performance for both speech and print on a modified version of these tasks.

784. Keeton, Anne. Toward an Individualized Program for Assessing and Teaching Reading Skills to Children in Grades 1 and 2. Toronto: Ontario Institute for Studies in Education, 1976. 97 p. ON00662.

Deaf children and normal children were tested on their ability to read for meaning. It was found that 11 out of 30 deaf children did not understand that speech or print sentences conveyed a semantic unit beyond the individual word parts.

- *785. Kennedy, Ann E.C. The effects of deafness on personality. Teaching Atypical Students in Alberta 7:1:13-23 Spr'78.

The counselling and guidance of the parents of deaf children and subsequently of teachers must be improved to combat the increased probability of mental health problems which occurs with the physical handicap of deafness.

786. Koenig, Wendy. Deaf boy can't get education because of minor sight loss. The Deaf Canadian 4:3:22 Mar'79.

- *787. Learning problems often vision problems. NBTA News 21, no. 5:6-7 Feb'79.

Recent studies have shown that 40 per cent of all grade school students fail to reach their educational potential because of vision handicaps. A Toronto vision specialist challenges Canadian parents and teachers to help in the early detection of vision related learning disabilities. Various symptoms are described.

- *788. Li, Anita. Imperception of the self and his world ... a remedial strategy. Special Education in Canada 52, no. 2:15-16+ Wtr'78.

This paper is centred on the perceptually handicapped child's problems in self-perception and social perception. The author believes that, while a perceptually handicapped child's poor self-concept may be the result of school failure, it may also be another characteristic or symptom of the child's perceptual handicap.

789. Lindsay, Peter H. Applications of Computers to the Instruction of Deaf and Hearing Impaired Children. Toronto: Ontario Institute for Studies in Education, 1977. 7 p.

Computers would appear to be ideally suited for enriching the educational experience of deaf students. One of the striking characteristics of current education for the deaf is the enormous amount of drill and practice typically used to teach even the most basic computational and linguistic skills. Drill and practice in basic skills is one of the main strengths of the CAI approach and drill and practice can be paced to match precisely the student's rate of progress and can be embedded within game contexts that can be used to motivate and maintain the children's interest. This study reports one application of computer assisted instruction for deaf students, using low cost microcomputers.

790. MacDonald, S., and D. Parnell. Blind Students in the Regular Classroom: A Guide for Teachers and Students. Victoria: British Columbia Ministry of Education, Division of Integrated and Supportive Services, 1976. 19 p.
791. MacDougall, J.C. The education of the deaf in Canada: an update. Canadian Psychological Review 20:1:53-58 Jan'79.
792. Magarrell, Garry. Jericho Hill School: upset. The Deaf Canadian 1, no.4:8-9 Sum-Fall'76.
- *793. Magian, Victor de C., and others. Helping the hearing impaired. Manitoba Teacher 56, no.3:11 Nov'77.

An early identification program to detect hearing problems at the kindergarten and grade one level is established in Manitoba.

794. Magill, C., and G.M. Kysela. Learning centre: an integrated program for multiply handicapped deaf children. Teaching Atypical Students in Alberta (TASA) 4:35-40 Fall'74.
- *795. Mawhinney, L. Hearing impaired attend local schools. Education Today 2, no.7:7 Je'76.

Description of a program in Courtenay, B.C. in which hearing impaired children are integrated into the regular school system.

- *796. MacCuspie, P. Ann, and Dennis Thurman. Returning students to home areas: itinerant services in Atlantic Canada. Special Education in Canada 53, no.1:31-32 Fall'78.

Visually impaired students in Atlantic Canada are being placed back in local schools near their homes as much as possible. This return of students to their communities is being

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facilitated by the Sir Frederick Fraser School, a Halifax Residential School for the Blind. This school is playing a dual role -- that of providing a residential school for children who need special services in a central setting and that of providing consultant itinerant services to aid local school authorities in their effort to provide for the visually impaired who will remain at home.

- *797. MacTavish, J.A. Hearing screen in the Calgary Board of Education. Teaching Atypical Students in Alberta (TASA) 6, no.1:13-16 Fall'76.

It is generally estimated that three percent of children have educationally significant hearing losses. This article recommends that an annual hearing screen be conducted of K-3 and high risk children. Screening at the grade one level only is inadequate.

- *798. McLaughlin, Joseph R. The need for a counsellor of the hearing impaired in B.C. BC Journal of Special Education 2:3:239-244 Fall'78.

The major problems for hearing impaired students in British Columbia are deafness, education and vocational planning, personal or social problems, special situations and parent counselling. All of these indicate the need for a special counsellor of the hearing impaired.

799. Midmore, Isobel. Integrating the blind student into the physical education program. Promotion 23:5:7-8 Feb'79.
800. Midmore, Isobel. Teamwork helps the integration of blind students and athletes. Promotion 23:4:4-8 Wtr'78.
801. Montgomery, George. Changing attitudes to communication. The Deaf Canadian 1, no.3:8-14 Xmas'76.
802. Montgomery, George. New line to deaf pupils. The Deaf Canadian 1, no.3:6-8 Spr'76.
- *803. New era in education of the hearing handicapped in the Atlantic provinces. Journal of Education (NS) 4, no.4:15-20 Sum'77.

The new Handicapped Persons' Education Act saw all four Atlantic provinces, through mutual agreement, become co-operatively responsible for special education programs. The newly established Atlantic Provinces Special Education Authority now becomes responsible for special education services, programs and opportunities for handicapped persons

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and facilities and personnel for operation, administration and financing. Programs offered by the Authority for the hearing handicapped are described.

804. Obnoxious tactics urged to aid education. The Deaf Canadian 4:3:18 Mar'79.

- *805. O'Neill, P.C. Approach to visual problems. Education (NS) 4:4-5 Jan 16'74 and NTA Journal 65:48-50 Wtr'73/74.

This article discusses ways of accommodating partially sighted children in the regular classroom.

- *806. Owsley, Peter J. Parent counselling/guidance for the hearing-handicapped child. School Guidance Worker 33:5:40-42 My-Je'78.

Professionals must support parents in their need and desire to help a hearing-handicapped child by developing programs which use the family relationship to best advantage.

807. Paillet, Jean-Pierre, and L. Robert Morris. A Computer-Based Language Recorder for Education of the Sensory Handicapped. Ottawa: Carleton University, 1975. 118 p. ON00613.

This study was conducted to develop further programs, for use with existing computer hardware, capable of transforming speech to graphics for feedback to the deaf and hard of hearing and of transforming character strings to speech for feedback to the blind.

808. Parsons, Francis M. Helping the deaf to communicate. The Deaf Canadian 3:2:2, 4-6 Mar-Ap'78.

- *809. Plett, Pat. Music for the deaf. Manitoba Music Educator 18:1:14+ 1977 and 18:2:13-15 My'78.

Deaf children can perceive music rhythms and pitches utilizing feeling and touch. Awareness of such sounds helps deaf children communicate.

- *810. Quarrington, B., and B. Solomon. Current study of the social maturity of deaf students. Canadian Journal of Behavioural Science 7:70-7 Ja'75.

The social maturity of 115 profoundly and prelingually deaf children ranging in age from five to sixteen was studied. In the institutionalized group of children, the social maturity quotients derived from residential informants were significantly lower than those obtained from parental informants and not significantly correlated. Social maturity quotients derived from parental interviews were found to be related to type of educational program and to be lowest for

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children in residential programs who visited their homes infrequently.

811. Reich, Carol, and others. The Integration of Hearing-Impaired Children in Regular Classrooms. Toronto: Toronto Board of Education, 1975. 198 p.. ON00600.

The researchers found that to be candidates for integration the children should come from highly supportive homes and be of average intelligence. When integration was not successful, children exhibited more behavioural problems and had a lower self-concept than children in segregated classes. The children with more severe hearing losses who were successfully integrated tended to have received earlier diagnosis and fitting with a hearing aid, more professional help outside of school, and a greater degree of help from either their parents or the school itself. There was some evidence that children with milder hearing losses had more difficulty in school, perhaps because their handicap was less "visible" and received less attention. Although the overall results supported the concept of integration, it was suggested that integration in the future should proceed cautiously, with support services available for careful assessment of the child's progress.

- *812. Reich, Carol, and others. Models of integration. BC Journal of Special Education 2:3:215-226 Fall'78.

This article discusses the strategy of integrating hearing-impaired children into regular classrooms.

813. Reich, Peter. Variables Affecting Effectiveness of Visible English in Classrooms in Provincial Schools of the Deaf. Toronto: Ontario Ministry of Education, 1976. 52 p.

A study of the factors which influence significant differences in ability of teachers of the deaf to communicate intelligibly with their students using visible English (oral methods plus simultaneous finger-spelling).

814. Response to the Graham Commission recommendations regarding special education for the hearing impaired, Nova Scotia. The Deaf Canadian 1:14-17 Spr-Sum'75.

- *815. Rogers, W.T., and others. Academic achievement of hearing impaired students: comparison among selected sub-populations. BC Journal of Special Education 2:3:183-214 Fall'78.

Academic achievement test data collected in the Spring and Fall of 1977 from a provincial sample of 383 hearing impaired students enrolled in school are examined.

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- *816. Rogow, Sally. Mainstreaming: it can work for blind children. Education Canada 18:2:18-21, 48 Sum'78.

Blind and visually impaired children are now entering mainstream programs. Teachers and administrators are concerned about their lack of knowledge of the learning needs of these children. More teacher education programs which specialize in training teachers of the visually impaired are needed.

- *817. Rogow, Sally. Public education for blind children. Education Canada 15:37-40 Sum'75.

Decentralization and shared responsibility are necessary to make maximum use of sparse and expensive resources for blind children. A partnership between residential and public school needs to be developed. Educational authorities can do much to facilitate the partnership.

- *818. Rogow, Sally. Right to an equal education: is it happening for blind children in Canada? A review of progress and problems. Education Canada 16, no.3:20-3 Fall'76.

Author maintains that integrated education for the relatively small and scattered population of visually impaired students can be nourished and maintained by a well planned and well co-ordinated service system of itinerant and consultant teachers.

- *819. Rose, Christopher. Hearing loss affected functioning of pupils. Special Education in Canada 48, no.2:22-23 Feb'74.

A survey of 88 pupils with hearing loss in the Kamloops School District, B.C., revealed that 50 per cent functioned below average in class. The author explains how hearing impaired children can be assisted in the regular classroom.

820. Saskatchewan. Department of Education. Advisory Committee on the Education of the Deaf. Kernel Report. Regina: Saskatchewan Department of Education, 1974. 42 p.

821. School for deaf defended. The Deaf Canadian 4:3:15 Mar'79.

- *822. Scott, Eileen. Visually impaired students in public schools. BC Journal of Special Education 2:3:245-251 Fall'78.

Reasons why visually impaired children have been integrated into the public schools are reviewed. Some of the special needs of these students are noted and suggestions given as to resources which will be helpful to their teachers.

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823. Selby, L., and others. Development, Field Testing, Evaluation and Revision of a Sequential Program for Blind Primary Children. Edmonton: Edmonton Public School Board Staff Study, 1978.

Report of the first year of a three-year project designed to develop, field test, evaluate and revise a sequential program for blind primary children between ages 6-9.

- *824. Sensory Multihandicapped Program Planning Project. Edmonton: Alberta Education, 1979. 48 p.

This project was designed to plan a comprehensive program for the education and development of children who are deaf-blind, deaf with other handicaps or blind with other handicaps. Recommendations of the project team to the Government of Alberta regarding the implementation of educational, residential, resource and support services for the sensory multihandicapped are presented.

- *825. Some children can't see a teacher's pointed finger. ATA News 8:8 Jan 31 '74.

Suggestions on dealing with a visually handicapped child in a regular classroom are given.

826. Smith, Dan. "Hell" of closed doors. The Deaf Canadian 4:3:16 Mar'79.

827. Silent concert: a glimpse into the deaf world and a chance to come out. St. John's Edmonton Report 6:4:18 Dec 29'78.

- *828. Statistics Canada. Education, Science and Culture Division. Enrolment and Staff in Schools for the Blind and Deaf 1975-76. Ottawa: Statistics Canada, 1976. 13 p.

829. Stennett, Richard G., and others. A Follow-Up of Special Learning Class Students. Winnipeg: Manitoba Department of Education, 1975. 11 p.

A follow-up study of children who had been in classes for perceptually handicapped. Includes opinions of parents, teachers and children solicited by questionnaire and interview.

830. Taylor, Gretchen. Language Acquisition Through Personal Experience. Vancouver: Educational Research Institute of British Columbia, 1977. 11 p.

A discussion of language acquisition for the hearing impaired child.

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831. Teachers of deaf "lacking skills". The Deaf Canadian 4:3:18-19 Mar'79.
832. Teaching children with hearing impairments. Education Manitoba 2:17-18 Oct'75.
- *833. Tuomi, Seppo, and Phyllis Ivanoff. Incidence of speech and hearing disorders among kindergarten and grade one children. Special Education in Canada 51, no.4:5-8 Sum'77.

This report describes a survey of the incidence of speech and hearing problems among 899 kindergarten and grade one pupils in the Middlesex County Board of Education. The description of the procedures is followed by a detailed analysis of the data. Finally, comments are presented on possible use of this type of survey as a basis for an early preventive therapy program in public schools.

834. Watson, C. Incidence of Deafness in the Population of Ontario. Toronto: Ontario Ministry of Education, 1976. 991 p.

This report includes the following sections: (1) A review of clinical definitions of deafness; (2) A ten-year forecast of the incidence of deafness in Ontario by regions and areas of concentration; (3) A series of enrolment estimates for educational services for the deaf (based upon different estimates of incidence of deafness).

835. Watson, Cicely, and others. Ontario Pre-School and School Aged Deaf: A Statistical Report with Projections. Toronto: Ontario Institute for Studies in Education, 1975. 2v. ON00568.

The researcher found that there are many problems encountered in forecasting the incidence of deafness and the enrolment of hearing impaired students in special schools for the deaf, and that several factors and persons are involved in educational decisions at different stages of student development. She recommended that these decisions be coordinated and that authorities responsible for the education of deaf students come to an agreement with hospital and public health authorities on a common form for clinical records, with uniformly categorized medical information about newly assessed deaf children, both pre-school and school-aged.

- *836. Wilbur, B.D. Career education and the hearing impaired students. Special Education in Canada 52, no.3:21-23 Spr'78.

Studies show that at all ages deaf students choose jobs at lower socio-economic levels than do their siblings. Even at early vocational stages such as fantasy, deaf students select vocations within a narrower range of options than do their

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hearing counterparts, despite the socio-economic status of their parents. Special emphasis on career education is necessary to promote awareness and provide exposure to different vocations not usually associated with the deaf.

837. Zukerman, Irina. Speech for the deaf. The Deaf Canadian 4:4:12-14 Ap'79.

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- *838. Arth, A.A. No "not-belonging" is allowed. Orbit 5:18-19 Je'74.

The primary school child must be given success at his own level of ability in tasks designed and constructed in such a manner that he can accomplish them successfully. A child's progress along the path of socialization and education depends on opportunity and circumstances. Since children are not all born with the same opportunities or in the same social circumstances, educators cannot expect them to live up to a single standard of success.

839. Aubert, Nicole. Underprivileged milieus: important regional disparities in Quebec. Meqnews 25:9 Mar'78.
840. Banfield, B. Curriculum development for the disadvantaged, a position paper. Education for the Disadvantaged Child 2:14-17 Spr'74.
841. Banfield, B. Curriculum development in response to community needs: some approaches and considerations. Education for the Disadvantaged Child 2:7-11 Fall'74.
842. Beserve, Christopher. Adjustment problems of West Indian children in Britain and a review of some findings. TESL Talk 7, no.1:123-141 Jan'76.
843. Beserve, Christopher Abilogun. Relationship between Home Environment and Cognitive and Personality Characteristics of Working Class West Indian Pupils in Toronto: Consequences for their Education. Ph.D. thesis, University of Toronto, 1976.
- *844. Bogner, Carl J. West Indians, IQ, and special education placement. Orbit 7, no.2:18-20 Ap'76.

This study investigated the stability of I.Q. test scores of West Indian children who had been placed in "opportunity classes".

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845. Bowd, Alan D. Ten years after the Hawthorne Report: changing psychological implications for the education of Canadian native peoples. Canadian Psychological Review 18:4:332-335 Oct '77.

- *846. Campbell, Frank. Socio-economic status, reading achievement and tested ability. ATA Magazine 56, no.3:40-1 Jan-Feb '76.

This article discusses the influence of socio-economic status of students on intelligence test scores.

- *847. Carson, Jo. Some children better off dead. Special Education in Canada 49, 2:15 Wtr '75.

The special problems of poor children are emphasized.

848. Cole, Ester. An Examination of the Term "Cultural Disadvantage" and its Implications for Pupils, Teachers and Parents. M.A. thesis, University of Toronto, 1975.

- *849. Davies, Lynn. The social construction of underachievement. BC Journal of Special Education 3:3:203-217 Fall '79.

The social milieu through which all school children progress is described. Simultaneous convergent tasks may be the primary reason for the creation of the concept of "underachievement". The author challenges the reader to redefine this concept by considering the child in terms of the nonconventional tasks that he can do as opposed to the standardized tasks that he will never achieve.

- *850. Deines, J. Winnipeg Centre Project: teacher education for inner-city people. Interchange 4, no.2/3:106-110 1973.

The Winnipeg Centre Project represents an attempt to prepare individuals drawn from low-income, inner-city residents to become teachers in inner-city schools.

- *851. Deosaran, Ramesh A. Social class and academic guidance: a social psychological analysis. Canadian Journal of Behavioural Science 10:3:239-247 Jy '78.

Canadian research has consistently shown that, compared with high social class students, a lower proportion of low social class students have high educational expectations. This difference persists even when the level of mental ability of the two groups is the same. This study, in attempting to answer the question of why so many low social class students do not have high educational expectations used a sample of 1329 grade 8 students, and found that academic self-concept played a critical role in the way students developed their educational expectations. Implications for counselling and equal educational opportunity are discussed.

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- *852. Deosaran, Ramesh A., and others. The 1975 Every Student Survey. Toronto: Toronto Board of Education, 1975.

This is a series of four reports designed to provide a description of the demographic, social and academic characteristics of the student population in the Toronto school system. The data presented provide a clear overview of relationships between student's background and class placement. Titles are: (1) student's background and its relationship to program placement; (2) parent's occupation, student's mother tongue and immigrant status; (3) program placement related to selected countries of birth and selected languages; (4) background of students in special education and New Canadian programs. The survey established, among other things, that almost 50 per cent of the 1975 school population came from low socio-economic backgrounds and that 1 in every 6 students was receiving help beyond that provided in the regular classroom.

853. Derevensky, Jeffrey. Black and Immigrant Children in Montreal: A Curriculum Comparison. Montreal: Concordia University, n.d.

A comparison of black and immigrant children in inner city schools in Montreal.

854. Doll, R.C. Changing the model for education of poverty children: a revolution in education. Education for the Disadvantaged Child 2:5-7 Fall'74.

855. Doll, R.C. Non-school influences and educational disadvantage: the clash of priorities. Education for the Disadvantaged Child 2:2-5 Sum'74.

856. Doll, R.C. School put-on. Education for the Disadvantaged Child 2:8-10 Wtr'74.

- *857. D'Oyley, Vincent. Another note on the education of urban West Indian black Canadians. Interchange 7, no.2:23-6 1976-77.

This paper is a declaration of the need for emphasis on development and innovation in the education of urban non-white immigrant students. It calls for: teacher education centres and in-service schemes to implement courses on race relations and linguistics, development of reading materials and commissioning of assessment measures to assist with student placement, school systems to collaborate on product development and selective evaluation studies and imaginative packaging of successful strategies for easy retrieval by groups of teachers and other school personnel.

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858. D'Oyley, Vincent R., and S.B. Khan. Teachers' Attitudes and Expectations in Relation to Pupils' Social Class and School Performance: Final Report. Toronto: Ontario Institute for Studies in Education, 1977. 9 p. Unpublished staff study.

This exploratory study compared attitudinal, religious, and sociological factors reflected by grade 8 students from three suburban high schools and by students from three similar inner-city schools.

- *859. Fernig, L. Failure in school and the social background of students. BC Teacher 53:82-3 Dec'73.

This article, reprinted from the June 1972 issue of the Unesco Courier, reflects the growing concern expressed in many countries about the fact that social, economic and cultural inequalities prevent the school from providing every child with the educational opportunity that is his or her right.

860. Fletcher, Kenneth J. The Effect of a Summer Recreational Program on the Self-Concept of Disadvantaged Children. M.A. thesis, University of Victoria, 1976. 51 p.

861. Flint, B. 16-year study of severely deprived children shows real growth in maturation. Reporting Classroom Research 4:6-7 Nov-Dec'75.

- *862. Gallup, Catherine, and Jacqueline Jury. The Pal Project -- your C.E.C. in action. Special Education in Canada 53, no.3:7-10 Spr'79.

The Peterborough chapter of the Council for Exceptional Children sponsored a summer program aimed at helping children with inadequate language skills. The program was in response to a study which showed that children from low socio-economic areas were more likely to have low achievement on the oral language measures. Low oral language proficiency at the grade 1 level was found to have a significant effect on reading proficiency at the grade 2 level.

- *863. Gershman, Janis. Background of Students in Special Education and New Canadian Programs. Toronto: Ontario Board of Education, 1976. 33 p.

This report attempts to give a comprehensive description of the demographic characteristics of each specific special education program and New Canadian program in the Toronto school system. Consistent trends were found in the relationship between student background and special class placement. In general, socio-economic background was a better predictor of special class placement than either mother tongue or country of origin. Students from one or no parent homes also had a greater tendency to be in special classes.

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- *864. Gershman, Janis, and Joan Kershaw. The Effects of Language Background and Socio-Economic Status on Screening Procedures for the Early Identification of Learning Problems. Toronto: Toronto Board of Education, 1977. 90 p.
865. Hartley, Louise. Effects of a Cognitive Remediation Programme on the Reading Performance of Culturally Deprived Children. M.A. thesis, University of Toronto, 1976.
- *866. Hoxter, L. Teacher attitudes and cultural differences. Alberta Journal of Educational Research 20:133-45 Je'74.

This paper is based on the assumption that a teacher must be prepared to deal effectively with students who are different, whether it be a question of socio-economic level, race, color or cultural background.

867. Keeton, Anne. An Investigation of Intellectual and Learning Capabilities of Ontario Elementary School Children From Diverse Socio-Cultural Backgrounds. Toronto: Ontario Ministry of Education, 1976. 72 p.

The study proposes and explores the assumption that observed differences in school achievement between children of rural poor and suburban middle-class backgrounds may be based on socio-cultural learning factors.

- *868. King, Clement. Curricular models for culturally disadvantaged. Education for the Disadvantaged Child 3:9-17 Sum'76.

The author discusses curricular models for compensatory education in the context of the two main educational theories influencing such programs -- the reinforcement learning theory in the tradition of Skinner and the cognitive developmental theory derived in part from Piaget.

- *869. King, Clement T. Some historical perspectives on curricular strategies for the culturally disadvantaged. Education for the Disadvantaged Child 3:1:2-11 Spr'76.

A review of various theories and intervention strategies which have influenced the field of education of the culturally disadvantaged.

870. Lokan, Janice J., and others. An Investigation of Environmental Factors Associated with Success in Reading of Disadvantaged Pupils. Ottawa: Ottawa Board of Education, 1977. 92 p. in 2 vol. ON01076.

Despite homogeneity of the children's backgrounds, this study found considerable variation in the extent to which parents valued education and provided encouragement to their children.

Socio-Economic Disadvantage

The important variables related to differences in reading in this study were birth order and the degree to which children felt they were responsible for their own successes and failures in school.

871. Mayberry, C. Mathematics, inner-city: the school administration. Education for the Disadvantaged Child 2:2-5 Wtr'74.

- *872. Mayberry, Claude. Teaching mathematics to the disadvantaged child. Education for the Disadvantaged Child 3:3:2-9 Spr'77.

The object of this article is to offer to those who are either teaching or developing mathematics curricula in the elementary school a different perspective for relevance and examples that might suggest ways to maximize the effectiveness of teaching mathematics to the disadvantaged child.

- *873. McCutcheon, W.W. Assessments of children from broken homes. Ontario Education 8, no.1:20-3 Jan-Feb'76.

Objective information on the implications of a broken home for human development is scarce. Assessments of children from such backgrounds should be reserved. Judgements on the basis of stereotyped ideas often become self-fulfilling prophecies.

- *874. McLaren, Peter. Cries From the Corridor; the New Suburban Ghettos Toronto: Methuen, 1980. 204 p.

The author is a Toronto teacher working in a school in the suburban subsidized housing development known as the Jane-Finch Corridor after the streets which are its boundaries. He vividly describes the agony and the ecstasy of working in a suburban ghetto school, where vandalism and stabbings are common fare and where many children are already budding delinquents in elementary school.

- *875. Moll, Marianne J. S.E.S. exception (socio-economic status). Educational Courier 48, no.2:26-27 Nov'77.

If by exceptional children we mean children who are different, then the lower socio-economic status child is different because his socialization does not prepare him for achievement in the academic world he enters at five years of age.

- *876. Montgomerie, James. Person of worth. OCLEA no.8:12-18 Sept'76.

The use of "reality therapy" on disadvantaged children is described by a successful administrator of inner city schools.

Socio-Economic Disadvantage

877. Mueser, A.-M. So, why aren't we teaching these children to read? Education for the Disadvantaged Child 2:5-8 Wtr'74.
878. O'Bruba, W.S. Developing oral expression skill in disadvantaged preschool children. Education for the Disadvantaged Child 2:5-7 Fall'74.
879. O'Laighin, Padraig. A Study of Background and Scholastic Influences on Occupational and Selected Social-Psychological Outcomes in the Socio-economic Life Cycle of a Poverty Sample. M.A. thesis, McGill University, 1978. 283 p.

Longitudinal intra-group poverty research using path analysis and canonical analysis -- responding to the need to identify social-psychological variables in the process of achieving, and the need to relate elementary school performance to adult status attainment.

- *880. Pelletier-Meyland, Diane. Few young people from disadvantaged backgrounds in the CEGEP's. Meqnews 34:1,3 Feb'79.

The Quebec Ministry of Education has undertaken an information campaign to encourage young people with modest socio-economic backgrounds to take full advantage of the educational services that society places at their disposal.

881. Perkins, S.A. Recommendations concerning prevention of socio-cultural factors on mental development. Teaching Atypical Students in Alberta (TASA) 4:6-10 Fall'74.
882. Popp, L.A. ... but why don't they think straight? Education for the Disadvantaged Child 2:6-13 Sum'74.
- *833. Rabinowitz, R. Politics of Piaget. Community Schools 4, no.4:24-6 1974.

The author attacks the educational theories of Piaget on the basis that they were derived from experiments performed on children from middle class homes and thus reflect the culture of the middle class. Children from "deprived" environments cannot be expected to perform well under conditions derived from a value system which they cannot relate to.

- *884. Rodgers, D., and others. Oral language, reading ability, and socio-economic background in three grade 1 classes. Alberta Journal of Educational Research 20:316-26 Dec'74.

The purpose of this investigation was to study the differences in oral language competence which exist in the "average" Canadian urban classroom. Results showed a relationship between socio-economic area of school location and oral language competence.

Socio-Economic Disadvantage

- *885. Saklofske, D.H., and S.P. Holmes. Art education for the culturally disadvantaged student. Teaching Atypical Students in Alberta (TASA) 2:21-8 Fall '72.

The culturally disadvantaged student, because of a lack of social and cultural experiences common to the middle class majority, is often at a disadvantage in the school system. The art teacher has an opportunity to help the student in adjusting to adolescence and to the surrounding environment in an unstressful way.

- *886. Samuda, Ronald J. Testing non-mainstream students in Canadian schools. School Guidance Worker 31, no.4:37-41 Mar-Apr '76.

The problems and potential dangers involved in using standardized tests with non-mainstream or ethnic, minority-group children are discussed.

887. Samuda, Ronald J., and Douglas H. Crawford. Current Methods of Assessing and Placing Immigrant Group Students in the Schools of Ontario. Ottawa: Carleton Board of Education, 1978.

This study attempts to identify and describe current methods of assessing, counselling, testing and placing immigrant minority students in the schools of Ontario; to analyze these practices, pinpointing prevailing trends as well as exceptional approaches used; to define any problems which seem to have bearing on the situation and to suggest directions for future action; to increase the quantity and improve the quality of available data on immigrant minority students and so facilitate identification of their educational needs; to identify areas for further research and to outline evaluation procedures which might be profitably followed.

888. Shipman, Virginia. Children of poverty: overcoming the barriers. Today 8:1:7-8 Nov '78.

- *889. Souch, S.G. Educational programs and counselling services for the disadvantaged adult. Alberta Counsellor 5, no.1.22-30 Spr '75.

The author presents an overview of adult education programs and accompanying student support services for disadvantaged persons in Alberta.

- *890. Stasiuk, Pamela. West Indian students in the high school. Orbit 7, no.3:8-11 Je '76.

Counsellors are urged to familiarize themselves with the background and culture of West Indians so they will be able to assist teachers in interpreting the particular needs of each student and act as a liaison between teachers and parents.

Socio-Economic Disadvantage

891. Swick, K.J. Value development and disadvantaged children perspectives and activities. Education for the Disadvantaged Child 2:5-9 Spr'74.

- *892. Taylor, L.J., and others. Pre-school enrichment: a Newfoundland study. NTA Journal 65:12-18 Wtr'73/74.

This experiment attempts to measure the effectiveness of structured and unstructured pre-school programs in stimulating language development in children drawn from a low socio-economic area.

- *893. Taylor, Lorne. Approach to education for the language retarded child. Manitoba Journal of Education 11, no.2:22-6 Je'76.

Research shows a clear picture of retardation in terms of language and intellectual abilities in low socio-economic children. The author finds standard "enrichment" programs inadequate in overcoming learning deficiencies resulting from disadvantaged environments. As an alternative, a structured teaching technique used with severe linguistically retarded children is described.

894. Titus, Allan L. A Comparison of a Traditional and a "Culture Fair" Intelligence Test for "Disadvantaged" and "Non-Disadvantaged" Grade 4 Students. Scarborough: Scarborough Board of Education, 1976. 16 p. ON00999.

This study was designed to determine whether culturally and/or linguistically disadvantaged grade 4 students scored significantly higher on the IPAT Test of "g": Culture Fair, Scale 2 (IPAT) than on the Dominion Group Test of Learning Capacity, Scarborough Edition.

C. SPECIAL EDUCATION TEACHERS

ROLES AND RESPONSIBILITIES

- *895. Davies, A.H. Itinerant counsellor for special problems. Special Education in Canada. 52, no.3:9 Spr'78.

In North Vancouver secondary schools, a special itinerant counsellor works with children who have special needs and offers counselling in both crisis and preventative situations. This service is in addition to regular school counselling services.

- *896. Finnestad, Harvey. Role of Alberta education consultants in special education. Teaching Atypical Students in Alberta 7:4:10-12 Spr'78.

Some of the services performed by education consultants are described.

- *897. Hardy, Madeline. Learning resource teacher. Education Canada 17, no.1:28-32 Spr'77.

This article discusses integration, special education delivery systems and the role of the learning resource teacher in integrated models.

- *898. Lugo, Elizabeth, and others. What's a DPT? (Diagnostic Prescriptive Teacher). Reporter 4:10:28 Je'79.

The role of the diagnostic prescriptive teacher in assisting classroom teachers with students who are experiencing difficulties is discussed.

- *899. Hayward, Sonia. Liaison achieved -- how an itinerant teacher conceptualizes working with counsellors. Alberta Counsellor 5, no. 3:24-5 Wtr'75/76.

Describes ways in which itinerant teachers and counsellors can work together to improve the performance of handicapped children in regular school settings.

900. A morning in the life of a special education teacher. Pathways 3:3:5-7 Ap'78.

- *901. Vincente, Ann. Role of elementary learning assistance teacher and public relations. BC Journal of Special Education 1:1:19-25 Wtr'77.

The role of Learning Assistance Teachers in B.C. schools is described. Keeping all people involved informed about the learning assistance program is an important function of the "LAT" but it pays off in support and the involvement of a positive role for the LAT in an elementary school.

TRAINING

- *902. Baker, L. Doris. Preparing school counsellors to work with exceptional students. School Guidance Worker 32, no.1:5-9 Sept-Oct '76.

Counsellors working in schools where exceptional students are mainstreamed must be knowledgeable about the special needs of the handicapped and must be able to apply their counselling techniques to these special needs.

- *903. Bowers, Joan E. In pursuit of relevancy for teachers of exceptional children. Orbit 8, no.2:16-17 Apr '77.

A report of a personalized teacher education program at York University for teachers of exceptional children.

- *904. Bunch, Gary. An overview of special education programs in Canadian universities. Canadian Journal of Education 4:1:67-78 1979.

Special education programs now being offered in Canadian universities are described. Information includes philosophical basis, entrance requirements, course offerings, practicums, etc.

- *905. Canadian Teachers' Federation. Special Education Programs Offered by Canadian Universities. Ottawa, CTF, 1979. 221 p. Unpublished staff study.

This report contains descriptions of undergraduate and graduate programs in special education offered by Canadian universities. Both French and English language institutions are included. An index to course topics is provided.

906. Carr, W.G.L. Medical Practitioner and Learning Disabilities; Anatomy of the Present State of Affairs in In-service Training. Vancouver: B.C. Special Education Association, 1974. 14 p.

- *907. Council for Exceptional Children. Canadian Committee. Committee on Teacher Education and Professional Standards. Standards for Educators of Exceptional Children in Canada; The SEECC Report. Toronto: Leonard Crainford, 1971. 173 p.

The terms of reference outlined for this committee were:

- (1) to establish criteria or standards for personnel engaged in the education of exceptional children for school boards and for departments of education responsible for certification and
- (2) to recommend to teacher education authorities the essential content and sequence of training necessary to prepare teachers, administrators and supervisory personnel working in the area of special education. One of the

Training

important basic tenets adopted by the committee for this study was that exceptional children have many characteristics in common with each other and with non-exceptional children and therefore, there should be common elements in the education of teachers of exceptional children and common elements relating to exceptionality in the education of all teachers.

908. Csapo, Marg. Survey of the Preparation and Needs of Learning Assistance Teachers in B.C. Vancouver: University of British Columbia, Faculty of Education, 1975. 26 p.

- *909. Csapo, Marg. Students reach the child at UBC. Special Education in Canada 48, no.4:11+ Sum'74.

A program designed to prepare teachers of the emotionally disturbed is described.

- *910. Csapo, Marg. Towards accountability in teacher training in special education. Journal of Education (B.C.) 21:73-7 Spr'75.

Before relevant training is possible, step number one is the identification of the competencies which will enable the special education teacher to function effectively, followed by the development of instructional modules which facilitate the attainment of specified objectives. These modules would be designed to include: a statement of the importance of the module and of the prerequisite entry behaviours; the objectives defined in behavioural terms specifying an observable and measurable behaviour a teacher trainee is to demonstrate upon the completion of a given module; the evaluation of the entry skills showing that the student teacher has mastered prerequisite tasks successfully; the identification of alternative procedures to reach the same objective; the demonstration of competence at the completion of the module; student feedback to reassess the module.

- *911. Fox, Dr. Sheila. An approach to supervising special education student teachers. BC Journal of Special Education 3:3:255-262 Fall'79.

The author describes a specific approach to guiding student teachers through their special education student teaching experience.

912. Halton, S. 175 teachers take in-service training. Education Today 2:2 Sept'75.

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- *913. Hardy, Madeline. York incorporates SEEC recommendations. Special Education in Canada 48, no.4:9-10+ Sum'74.

The Canadian Council for Exceptional Children and the National Institute on Mental Retardation in 1971 set guidelines for the preparation of teachers of exceptional children. Some of the guidelines, called Standards for Educators of Exceptional Children in Canada, have been implemented at York University. The program is described.

- *914. Morgan, B. Special obligation -- special education. NTA Journal 66:38-41 Sum'75.

A teacher training program at Memorial University of Newfoundland provides a special education program concentrating on the most frequently occurring handicaps found in opportunity classrooms.

- *915. Norman, C.A., and D.R. Cameron. Notes on special educator futures. Teaching Atypical Students in Alberta (TASA) 3:16-25 Fall'73.

School superintendents were surveyed to discover their views regarding the preparation of teachers of exceptional children.

916. Oldridge, N.B. Adapted physical education practicum in the hospital setting - the McMaster University experience. CAHPER Journal 44:6:15-17+ Jy-Ag'78.

- *917. Prock, Leone M. The Judi test of report reading. BC Journal of Special Education 2:4:331-338 Wtr'78.

This article discusses the problem of interpreting professional reports. The question that emerges concerns the validity of providing specific training for professionally associated consumers in reading reports from experts.

- *918. Proctor, A. Workshop helps people learn about world of handicapped. Saskatchewan Bulletin 41:12 Feb 14'75.

A group of educators experience first hand the learning problems of children with various handicaps through simulation methods.

- *919. Rogow, S.M. Multi-handicapped children that need specially trained teachers. Teacher Education -:56-66 Spr'74.

This article describes a diploma course in behaviour disorders for graduate teachers which plunged them into the learning -- or non-learning -- worlds of children with severe physical and emotional handicaps.

Training

- *920. Rogow, S.M. Preparing teachers to work with multi-handicapped children; the whys and hows of an innovative special education diploma program. Education Canada 14:14-19 Mar'74.

The University of B.C. has incorporated teaching experience with multi-handicapped children as part of one of the diploma programs in learning and behaviour disorders. The curriculum is described.

- *921. Sammel, Melvyn I., and Dorothy S. Semmel. The expanded role of regular class teachers; implications for teacher education. McGill Journal of Education 14:3:327-341 Fall'79.

The ambitions conceived for mainstreaming will only be achieved if regular teachers manifest the kinds of competence and attitude that are assumed. The Semmels review the literature looking for evidence concerning the status among teachers of the appropriate competencies and attitudes, and discuss the implications the findings have for programs of teacher education.

- *922. Smith, Carol. Professionals experience some handicaps. Special Education in Canada 49, no.1:7 Fall'74.

One hundred professionals from Moose Jaw, Sask. experience what it would be like to have defects such as partial blindness, deafness, confinement to a wheelchair, etc. The simulation experience unit was part of a program of workshops attended by professionals who deal with the handicapped -- including elementary and secondary teachers, special education teachers, school superintendents, educational psychologists and counsellors. Favorable media reaction created a snowballing effect of discussion concerning in-service education, learning disabilities and the initiation of new programmes for exceptional children.

923. Thumlert, Ian Douglas. Instructor Level and the Handicapped. M.Sc. thesis, University of Calgary, 1977. 93 p.

- *924. Torney, D.J. Course prepares students as teachers' aides. Special Education in Canada 49, no.1:23-25 Fall'76.

A practical course called Maladjustment and Learning Failure offered at the University of Guelph gives students of learning disabilities opportunities to interact with exceptional children. The students are each assigned a pupil with learning problems whom they visit one hour per day, 5 days per week. They plan and implement a learning intervention program for that child based on behaviour modification theory.

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4	Nov. 1969	Computer Uses in Instructional Programs ED 034 728		
5	Dec. 1969	Microteaching ED 036 480	(o/p)	
6	Jan. 1970	Reporting to Parents	(o/p)	
7	Feb. 1970	Teacher Aides ED 037 406	included in No. 16	
8	March 1970	Sex Education	(o/p)	
9	April 1970	Disadvantaged Children in Canada ED 041 965	(o/p)	
10	June 1970	School Year Plans	(o/p)	Jan. 1972 Oct. 1973
11	Aug. 1970	Education Finance in Canada		
12	Oct. 1970	Independent Study ED 045 585	(o/p)	
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14	Nov. 1970	Histories of Teachers' Associations in Canada	(o/p)	
15	Dec. 1970	Differentiated Staffing ED 045 608	(o/p)	
16	Dec. 1970	Paraprofessional School Personnel ED 048 102	(o/p)	
17	Jan. 1971	Open Area Schools	(o/p)	Dec. 1971
18	Feb. 1971	Parent Involvement in School Programs ED 054 270	(o/p)	
19	March 1971	Behavioral Objectives in Education ED 051 127		
20	April 1971	Teacher Workload ED 054 060	(o/p)	
21	May 1971	Merit Rating ED 057 433		
22	June 1971	Team Teaching ED 055 044		
23	Oct. 1971	Collective Bargaining for Teachers		
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33	April 1973	Tenure ED 077 863		
34	May 1973	Teacher Autonomy and Teacher Decision Making ED 077 864		
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36	Sept. 1973	Differentiated Staffing		
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39	Dec. 1973	The Practicum in Teacher Education		
40	Jan. 1974	Microteaching		

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42	Mar. 1974	Supervision		
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45	June 1974	Behaviour Modification		
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Nº 73

L'ÉDUCATION SPÉCIALE AU CANADA

Septembre 1980



FÉDÉRATION CANADIENNE DES ENSEIGNANTS

110, AVENUE ARGYLE, OTTAWA (ONTARIO) K2P 1B4

L'ÉDUCATION SPÉCIALE AU CANADA

La présente bibliographie réunit des titres d'ouvrages parus au Canada depuis 1974 dans le vaste et complexe domaine de l'éducation spéciale. Y figurent des documents à caractère général portant sur les programmes, services, problèmes et questions en discussion, aussi bien que des documents traitant de formes précises d'atypie. Dressées par ordre alphabétique, les entrées sont classifiées par sous-rubriques et sont accompagnées d'annotations, lorsqu'il y a lieu.

Étant donné les difficultés terminologiques qui se posent dans le domaine de l'éducation spéciale, de brèves explications des genres d'ouvrages regroupés sous chaque rubrique sujet sont fournies dans la table des matières.

Puisqu'il existe un nombre important de titres français dans ce domaine, les entrées françaises sont imprimées à part, au lieu d'être répandues parmi les entrées anglaises, comme dans les bibliographies antérieures. Une publication recto verso a donc semblé préférable. Il est à noter, cependant, que la numérotation des entrées ne recommence pas au début de la section française, mais se poursuit à partir du dernier numéro dans la section anglaise.

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La directrice des Services de
recherche et d'information,
Geraldine Gilliss

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A. ÉDUCATION SPÉCIALE — GÉNÉRALITÉS

DÉPISTAGE, APPRÉCIATION ET TRAITEMENT

925. Charlebois, Roger. Retour d'expédition dans le cosmos d'une enfance en difficulté scolaire. Enfant exceptionnel 11:1:27-31 mars 1975.

On nous raconte les cinq ans de recherche à la Vigie, centre de recherche en rééducation de l'enfance inadaptée relevant de l'Université de Sherbrooke.

926. Fédération des commissions scolaires catholiques du Québec. École... ou l'école de mon enfant? Ste-Foy: la Fédération, 1975. 32 p.

927. Forest, C. Handicapés socio-pédagogiques de la clientèle de la C.E.C.M. (cours élémentaire français); profil et indice global de chaque paroisse. Montréal: Commission des écoles catholiques de Montréal, 1972.

928. Geogault, Pierre. Les classes d'attente et l'inadaptation scolaire. École coopérative 33:4-18 mars 1976.

Les critères de classement pour l'orientation d'un enfant en classe d'attente sont: 6 ans au 1^{er} octobre, intelligence moyenne ou lente, retard dans l'organisation du langage, troubles importants d'articulation. L'objectif de la classe d'attente est la prévention de l'échec scolaire en favorisant une meilleure adaptation à l'école.

929. Colick, Margaret. Troubles d'apprentissage: guide pour les parents. Traduit par Madeleine Husard. Montréal: Association québécoise pour les enfants souffrant de troubles d'apprentissage, 1973.

930. Guindon, Jeannine. Rapport à la mission interministérielle MAS/MEQ. Cahiers de psychologie et de rééducation 8:1:1-16 printemps 1975.

931. Joshi, P. Adaptation et actualisation de soi: modèle explicatif pour l'enfance inadaptée. Enfant exceptionnel 10:11-21 mars 1974.

Le milieu et l'environnement constituent un des points de départ importants dans le développement du potentiel intellectuel et de la variété dans le comportement. Le milieu est aussi le point de départ et d'arrivée des phénomènes de l'actualisation et de l'adaptation. On analyse la relation entre le milieu et l'individu.

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932. Krumboltz, John D., et Helen Brandhorst. Comment intervenir auprès des enfants. Traduit par M. Parrât-Rémillard. Sainte-Foy: Éditions Saint-Yves, 1975. 254 p.
933. Lachance, Carole G. Des mesures particulières pour 8.2 pour cent des élèves québécois. Pédagogie ouverte 34:6 fév. 1979.
934. Lobrot, Michel. Le mythe de l'inadaptation. Apprentissage et socialisation 1:2:5-12 juin 1978.

Évaluation des recherches qui ont étudié l'effet de l'environnement sur "l'inadapté" par des méthodes statistiques et expérimentales et qui se sont arrêtées aux symptômes apparents. Les méthodes d'intervention actuelles contraignent le délinquant à l'adaptation en accentuant les craintes et anxiétés, ce qui aggrave son cas. La voie acceptable et efficace est de considérer l'inadapté comme un être humain libre et respecté.

- * 935. Lépine, Ginette. Éduquer avec amour: récit d'expériences en enfance dite inadaptée. Montréal: Les Éditions Albert St-Martin, 1976. 236 p.

La présente recherche constitue un plaidoyer émouvant et éloquent de ce que peuvent faire des éducateurs qui refusent de se laisser emprisonner par le système pour faire confiance réellement et efficacement aux jeunes qui leur sont confiés. On assiste à toutes les étapes de la mise en oeuvre d'un projet dont les objectifs n'ont jamais été déterminés en dehors des intéressés. L'école, "milieu de vie", apparaît enfin comme une réalité possible et vécue. On y apprend à devenir, à se développer, à "s'améliorer et à s'aimer".

936. Lépine, Ginette. La problématique de l'inadaptation scolaire dans quatre modèles pédagogiques: fondements idéologiques et prises de position. Thèse de maîtrise, Université de Montréal, 1975.
- * 937. O'Bryan, Kenneth G. Le projet de dépistage précoce de Windsor. Toronto: ministère de l'Éducation, Ontario, 1976. 121 p. ON00565.

Ce projet a pour but le dépistage précoce d'enfants susceptibles d'éprouver, pour toutes sortes de raisons, des difficultés dès le début de leur scolarité. Il se propose également de dépister des enfants extrêmement doués qui pourraient avoir besoin de programmes adaptés à leurs possibilités exceptionnelles. Le projet a connu une période de rodage de trois ans, au cours de laquelle on a établi et perfectionné un ensemble de formules qui sont maintenant au point, et sur lesquelles on dispose d'un solide dossier de recherches. On a fait appel aux compétences professionnelles

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d'éducateurs, aux professions médicales, aux psychologues et à des chercheurs dont l'action se conjugue à celle des parents et de l'enfant. Des discussions postérieures avec le personnel du projet indiquent que les toute premières rencontres entre l'enfant, les parents et l'enseignant ont été très fructueuses.

938. Polak, Edward. Enfants handicapés intellectuels. L'allié de l'enseignant. Traduit par Lise Dumont, Montréal: Association québécoise pour les enfants ayant des troubles d'apprentissage, 1976.
- * 939. Québec: ministère de l'Éducation. Comité provincial de l'enfance inadaptée. L'Éducation de l'enfance en difficulté d'adaptation et d'apprentissage au Québec. Québec: 1976. 693 p. 2v.

Le Comité a voulu relever le défi de faire le point sur la situation des services destinés à ces enfants et proposer des éléments de correction et d'orientation. Le Comité vise aussi à convaincre les autorités ministérielles de la pertinence d'un développement progressif, cohérent et concerté, coordonné et efficace des services d'éducation, de réadaptation et de rééducation en faveur des enfants en difficulté d'adaptation et d'apprentissage, en s'appuyant sur les données les plus récentes de la pédagogie. Il insiste sur la nécessité pour le ministère de l'Éducation d'adopter à cet égard, une politique éducative officielle susceptible d'orienter, d'activer la confiance et de soutenir le dynamisme et la coopération des instances décentralisées, des organismes et des personnes intéressées à l'enfance en difficulté au Québec.

940. Recueil d'articles sur l'enfant en difficulté. Montréal: Librairie de l'Université de Montréal, 1976. 48 p.
941. Saint-Jacques, Marcel. L'inadapté n'existe plus. L'enfant exceptionnel 12:4:17-22 déc. 1976.
942. Sarrasin, Louise. À l'école Marie-Rose (Beloeil) ces enfants dit inadaptés. Éducation Québec 7:5:19+ mars 1977.

Une formule peu commune pour revaloriser les enfants inadaptés: axer la rééducation sur des activités conformes aux étapes du développement neurologique, cognitif et affectif. Les buts de l'équipe: favoriser chez les enfants le processus de maturation neurologique en les aidant à atteindre le plus haut niveau de réalisation possible; permettre la réinsertion des enfants dans le milieu "régulier" le plus tôt possible.

Droits des enfants exceptionnels

943. Schoning, France. Troubles d'apprentissage: guide de l'éducateur. Québec: Les Presses de l'Université du Québec, 1975. 315 p.

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944. Accessibilité à l'éducation pour certains enfants placés dans un établissement du ministère des Affaires sociales. Bulletin officiel 6:11:180+ mars 1976.

945. Charette, Claude, Yves Morin. Point de vue, le cas de Jean X... Orientation professionnelle 13:4:389-392 hiver 1977.

Compte rendu de l'expérience de Jean X... qui, intégré à l'enfance inadaptée en 1967, n'a réintégré le secteur régulier qu'en 1975. Commentaires sur la portée d'un tel cas et sur la pertinence des moyens d'évaluation appliqués à l'enfance inadaptée.

- * 946. Desruisseaux, Robert. Deux théories: le rattrapage ou l'autonomie. Revue scolaire 26:2:10-12 oct. 1975.

Le principe généralement accepté selon lequel chaque être humain doit avoir les mêmes chances d'actualiser ses potentialités crée un dilemme difficile à résoudre. Si l'on offre à chacun les mêmes possibilités de formation, il est sûr que certains seront désavantagés au départ par une formation de base déficiente; par contre, si l'on exerce une influence plus concentrée sur les individus des milieux moins favorisés pour les faire accéder à la culture de la majorité, on risque d'être accusé du péché de l'assimilation.

947. Les droits des clients en milieu scolaire. Apprentissage et socialisation 1:3:3-4 sept. 1978.

Le milieu social et familial d'appartenance de l'enfant et de l'adolescent en difficulté doit être une composante constante et active de l'intervention des professionnels auprès de ces enfants. Au Québec, la Loi de protection de la jeunesse a créé un nouveau cadre juridique propice à la protection et au respect des droits du client dans sa relation avec les professionnels.

- * 948. Dugré, Alexandre. Les disparités économiques régionales, leurs conséquences en éducation. Revue scolaire 27:6:18-19 fév. 1977.

Le financement d'une commission scolaire provient du revenu de la taxe foncière normalisée, des subventions statutaires, des subventions d'équilibre budgétaire, de l'impôt foncier supplémentaire et autres revenus divers. L'auteur précise,

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par un tableau, une nouvelle formule de péréquation qui démontre les différentes formes de financement.

- * 949. Montreil-Vachon, Lorraine. Un plaidoyer en faveur de l'école non obligatoire. Revue scolaire 25:8:22-24 avril 1975.

L'article nous livre un plaidoyer en faveur de l'école non obligatoire pour les inadaptés. On donne aussi une définition d'une personne normale et anormale.

950. Québec. Comité provincial de l'enfance inadaptée. Pour l'enfant en difficulté, comme pour tout autre enfant, le droit à l'éducation est fondamental. Informeq 14:12-13 fév. 1977.

951. Simpson, Danielle. Nos enfants ne peuvent pas franchir le mur de l'injustice. Châtelaine 16:7:33+ juil. 1975.

L'enfance exceptionnelle, sous ses multiples facettes, relève de quatre ministères différents. Coordonner les services aux parents et aux enfants concernés, offrir une information facilement accessible, faire en sorte que les spécialistes reconnaissent le rôle primordial des parents, c'est ce que ceux-ci demandent. Plusieurs parents d'enfants handicapés (sourds, paralysés cérébraux, retardés) nous parlent de leur vie quotidienne et des difficultés qu'ils rencontrent.

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- * 952. Barthe, Marcel. À Louiseville, une école véritablement démocratique. Éducation Québec 6:5:11-14 janv.-fév. 1976.

Une expérience pédagogique est amorcée à la Commission scolaire de Grandpré, soit l'intégration de mésadaptés socio-affectifs à l'école régulière. L'enfance inadaptée est une préoccupation de longue date, pour les gens de cette région. Le processus d'intégration a été bien planifié et même d'une façon rationnelle. Deux facteurs principaux sont à l'origine du succès de l'intégration à Louiseville. D'abord l'affectation d'un employé à plein temps pour diriger toute l'opération. Deuxièmement, le parti pris des dirigeants de cette commission scolaire pour l'école démocratique, car l'école véritablement démocratique, n'est-ce pas l'école intégrée?

- * 953. Beaulieu, Ginette. Finie l'éducation en vase clos pour l'enfance en difficulté. Revue scolaire 29:5:6-9 mai-juin 1979.

Il y a quelques mois, le ministre de l'Éducation, Jacques Yvan Morin, présentait un énoncé de politique visant l'intégration scolaire des enfants en difficulté d'adaptation et d'apprentissage. La nouvelle politique a pour but de garantir

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l'accès de tous les enfants en difficulté à des services adéquats. L'application de l'intégration dans les commissions scolaires a devancé l'énoncé de politique. Plusieurs expériences d'intégration vécues sont relatées. La formation adéquate des enseignants en regard de cette politique d'intégration est déjà en bonne voie.

954. Bouchard, Jean-Marie. Le rôle des parents dans les services à la personne en difficulté d'adaptation. Apprentissage et socialisation 1:3:39-58 fév. 1978.

Le rôle important joué par les groupements de parents d'enfants handicapés dans l'élaboration du concept de l'intégration de l'enfant handicapé à son milieu et dans cette préoccupation d'offrir à la personne handicapée une vie qui se rapproche de celle de ses concitoyens. À partir d'un relevé de la documentation sur les services d'entraide communautaire, cet article dégage certaines orientations dans l'organisation des services bénévoles aux niveaux préscolaire et scolaire, et des conséquences qui en découlent pour la formation des enseignants, des éducateurs et des autres professionnels qui interviennent dans le secteur de l'éducation et de l'adaptation.

- * 955. Un cadre scolaire le plus normal possible pour les élèves en difficulté. Informeq 9: fév. 1979.

L'article reproduit les recommandations du Rapport du Comité provincial de l'enfance exceptionnelle (COPEX) et le plan d'action qui met l'accent sur la nécessité de favoriser au maximum l'intégration des élèves en difficulté d'adaptation et d'apprentissage.

- * 956. Desruisseaux, Robert. Quand la règle confirme l'exception. Revue scolaire 26:2:22-24 oct. 1975.

L'exception risque-t-elle de devenir la règle? L'augmentation du nombre des élèves "exceptionnels", est-ce une augmentation réelle ou plutôt une multiplication des catégories de mésadaptation? L'école favorise-t-elle cette augmentation parce qu'il manque les mécanismes nécessaires à l'intégration de certains élèves? L'auteur présente une discussion animée de ces paradoxes.

957. Flynn, Robert J. et Sally C. Ulicni. Conditions préalables à l'intégration scolaire et sociale des enfants en difficulté d'adaptation et d'apprentissage. Apprentissage et socialisation 1:1:13-33 mars 1978.

Les conditions principales qui favorisent ou empêchent l'intégration sociale et scolaire de l'enfant en difficulté d'adaptation et d'apprentissage.

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958. Gagnon, Lysiane. Éducation: serions-nous tous exceptionnels? Actualité 2:10:20+ oct. 1977.

L'augmentation du nombre d'enfants considérés comme exceptionnels au Québec depuis 15 ans est phénoménale. La facilité avec laquelle on recourt aux classes spéciales pour le moindre retard pédagogique a créé de graves traumatismes chez les enfants concernés. Le Conseil québécois de l'enfance exceptionnelle, lors de son prochain congrès, cherchera les moyens à prendre pour intégrer au système scolaire régulier diverses mesures d'aide à une certaine catégorie d'enfants exceptionnels.

- * 959. Martel, Jean. Enfance difficile: intégration plutôt que ségrégation. Informeq 13:8 janv. 1977.

Le Rapport COPEX se penche sur les problèmes que certains enfants éprouvent en apprentissage ou en adaptation scolaire au Québec. On suggère un changement complet de la politique relative aux élèves en difficulté. On propose aussi d'intégrer ces derniers dans des classes régulières d'enseignement dans toute la mesure du possible. Le rapport soutient qu'il faut considérer les habiletés, les talents et les aptitudes de ces élèves.

- * 960. Perusse, Michèle. L'école hors les murs pour "un apprentissage pour et par le milieu". Éducation Québec 6:5:15-17 janv.-fév. 1976.

Le programme F.D.A. à Alma n'est pas comme celui des ateliers de travail. L'accent est mis sur l'intégration sociale de l'enfant en difficulté. L'éducation du jeune devrait se faire "pour et par le milieu" dans lequel il aurait à évoluer plus tard, de sorte que le bagage accumulé pendant ses années d'apprentissage lui serve véritablement d'ouverture sur le monde.

- * 961. Robichaud, Omer. Les dimensions de l'intégration, leurs implications dans le système scolaire. Special Education in Canada 52:4:24-31 été 1978.

On propose un plan d'action mettant en valeur divers facteurs à considérer dans la planification des services intégrés pour les enfants handicapés. Pour assurer un rendement maximum à l'enfant handicapé, le système régulier doit être prêt à lui offrir une éducation personnalisée.

Matériel et stratégies didactiques

962. Tremblay, Richard E. Une question d'actualité d'intégration scolaire dans les centres d'accueil: impact sur les objectifs poursuivis et le climat social. Criminologie 11:1:65-74 1978.

L'article donne l'historique des différents modèles de traitement des jeunes délinquants. Le modèle de la "normalisation" proposé en 1974 par le ministère de l'Éducation et le ministère des Affaires sociales: la scolarisation optimale des jeunes en institution et l'accessibilité aux services sociaux et aux services de santé. Les dangers de compromettre le climat social des institutions où les enseignants et instituteurs viseraient des objectifs différents.

963. Turcotte, Eugène. Enfance exceptionnelle: intégration. Entre nous 11:4:16 fév. 1979.

Lors du congrès du Conseil québécois de l'enfance exceptionnelle de novembre 1978, le ministre de l'Éducation a exposé la politique du gouvernement du Québec concernant la scolarisation des enfants en difficulté d'apprentissage et d'adaptation. La position du Québec est d'intégrer ces enfants dans les classes régulières d'enseignement élémentaire et secondaire. Il serait important de mettre l'accent sur la capacité et les possibilités de l'enfant, sur ses talents et ses aptitudes plutôt que sur ses limites. Pouvons-nous repenser nos mesures de dépistage, nos démarches pédagogiques, nos relations interpersonnelles avec l'enfant?

MATÉRIEL ET STRATÉGIES DIDACTIQUES

964. Dallaire, Thérèse. Pour l'enfance en difficulté, une éducation de qualité adaptée à ses besoins. Pédagogie ouverte 32:2-14 déc. 1978.
965. Directives et circulaires: procédure régissant les projets pilotes dans le cadre de la politique relative aux élèves en difficulté. Pédagogie ouverte 34:22-23 fév. 1979.
- * 966. Holdrinet, Daniel. Precision teaching: un enseignement individualisé en classe. Special Education in Canada 48:1:7-8 nov. 1973.

Les élèves ont besoin d'un outil qui leur permet de réaliser un enseignement individualisé en situation de groupe en classe, à l'atelier, et au jeu. Precision teaching (ou l'enseignement de précision) mesure le progrès de l'élève en permettant à celui-ci et à l'enseignant d'enregistrer ses performances et de les reporter sur un graphique quotidien de fréquences.

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- * 967. Laforce, Gilles. À l'école Sainte-Brigide de la CECM, les mercredis de la rue Champlain. Éducation Québec 6:1:45-47 sept. 1975.

L'article résume un projet qui avait d'abord pour objectif général, la création d'un enseignement capable de répondre aux besoins spécifiques d'un milieu défavorisé. Le projet vise à intégrer les enfants et les parents à un milieu scolaire plus actif. C'est à partir d'ateliers formés dans divers domaines tels que l'artisanat, la botanique, la zoologie que l'on sensibilise l'enfant à la recherche. On essaie de continuer l'école et l'enseignement théorique à travers ces ateliers.

968. Polak, Eddy. L'Allié de l'enseignant: une pléiade d'idées et de suggestions pour l'enfant en milieu scolaire. Québec: QACLD, 1976.
969. Robert, Gilles. Pour l'enfant en difficulté c'est l'environnement qui compte. Revue information 17:8:1-3 avril 1978.
970. Vaillancourt, Raymond. Laboratoire, d'activité et d'observation pour les techniques d'éducation spécialisée, étape I: expérimentation des modes d'utilisation, rapport de recherche. Rimouski: Cégep de Rimouski, 1976. 24 p.

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971. À cause des mauvaises conditions de travail et des classes surchargées... L'école québécoise contribue à l'augmentation du nombre d'enfants inadaptés. Ligne directe 4:3:18 nov. 1975.

Pour diminuer le nombre d'enfants dits "inadaptés" et dispenser un service de qualité à l'enfance exceptionnelle, la Centrale de l'enseignement du Québec revendique, dans cette négociation, l'engagement des spécialistes indispensables dans ce secteur et l'élaboration d'un meilleur programme correctif.

- * 972. Baron, Thérèse. Éducation de l'enfance en difficulté d'adaptation au Québec. Québec: ministère de l'Éducation, Comité provincial de l'enfance inadaptée, 1976. 73 p.

Le Comité provincial de l'enfance inadaptée a reçu pour mandat d'étudier l'éducation des enfants en difficulté d'apprentissage. Le projet fut d'une durée de 2 ans, de 1974 à 1976. Le rapport constitué de deux volumes contient plusieurs recommandations pour améliorer la situation des enfants en difficulté.

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973. Baron, Thérèse. Pour une intervention concertée. Enfant exceptionnel 11:4:1-15 déc. 1975.

Conférence prononcée lors de la séance de clôture du XIII^e congrès du Conseil du Québec de l'enfance exceptionnelle.

974. Bouffard, Donald. Éditorial - L'année internationale de l'enfant. Apprentissage et socialisation 1:4:2-3 déc. 1978.

Le Conseil du Québec de l'enfance exceptionnelle entend participer activement à cet important événement historique qu'est l'Année internationale de l'enfant. Il veut poser des gestes concrets sur les plans provincial et international.

975. Commission des écoles catholiques de Montréal. Consultation sur l'orientation fondamentale et les recommandations de l'Analyse critique sur l'Opération Renouveau. Montréal: La Commission, 1976. 106 p.

976. Commission scolaire régionale de Chambly. Projet d'un centre de transition sur le territoire de la Commission scolaire régionale de Chambly. Saint-Lambert, mai 1974. 51 p.

- * 977. Desruisseaux, Robert, et Louis Jasmin. L'enfance en difficulté: on propose de nouvelles orientations. Revue scolaire 27:3:8-11 nov. 1976.

Les recommandations des études du XXVIII^e congrès de la Fédération des commissions scolaires au sujet de l'enfance en difficulté d'adaptation et d'apprentissage visant les moyens à prendre pour intégrer ces élèves au milieu normal de vie. L'absence de concertation et de coordination entre le ministère de l'Éducation et celui des Affaires sociales entraîne de la confusion quant aux compétences respectives et des lacunes sur le plan des services et des ressources spécialisés.

978. Durant, N. et autres. Un défi à relever en éducation: le P.A.S.S.; évaluation du projet d'action sociale et scolaire entrepris à l'école J.J. Olier en zone grise montréalaise. Montréal: Plan de réaménagement social et urbain, 1970. 130 p.

979. Éducation: la fin d'un ghetto. Québec science 15:11:33 juil. 1977.

Le Rapport COPEX ou l'éducation de l'enfance en difficulté d'adaptation et d'apprentissage au Québec critique violemment

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l'usage en éducation d'un modèle médical pour classer les enfants à partir de leurs handicaps. Le rapport recommande de maintenir le plus longtemps possible l'enfant en classe régulière.

- * 980. L'enfance en difficulté: on propose de nouvelles orientations. Revue scolaire 27:3:8:11 nov. 1976.

Les recommandations des études du XXVIII^e congrès de la Fédération des commissions scolaires du Québec 1975, répondaient à une inquiétude générale des commissions face aux difficultés de développement du secteur de l'enfance inadaptée. On constatait une absence d'intégration de ces élèves marginaux, un mauvais dépistage, une instrumentation pédagogique limitée. Telle est l'une des dix recommandations du congrès 1975 au sujet de l'enfance en difficulté. On souhaite que les commissions scolaires prennent les moyens pour intégrer, dans la mesure du possible, ce type particulier d'élèves au milieu normal de vie. On désirait que les commissions scolaires prennent les moyens pour faire le dépistage précoce des cas-problèmes et la réévaluation périodique des élèves.

981. Fleury, Hans et autres. Projet "Groupes de parents". Cahiers de psychologie et de rééducation 8:1:50-60 printemps 1975.

982. Forest, Marie-Reine. CEEE - congrès annuel. Entre nous 8:2:1+ sept. 1975.

Résumé du VI^e congrès de l'enfance exceptionnelle, tenu à Toronto, les 26 et 27 septembre 1975.

983. Gauthier, Pierre et autres. Un modèle intégré de centre d'accueil. Enfant exceptionnel 11:2:44-46 juin 1975.

Un réseau de services offerts par le centre d'accueil de réadaptation et par le centre d'accueil de transition.

984. Gauthier, Pierre et autres. L'adaptation. Enfant exceptionnel 10:1:1-10 mars 1974.

Le XI^e congrès du Conseil du Québec de l'enfance exceptionnelle s'est ouvert avec une présentation audio-visuelle qui comprenait un diaporama auquel étaient incorporés des séquences de films, des lectures de textes d'auteurs célèbres, des mimes et de brefs exposés verbaux.

985. Gauthier, Pierre et autres. Quelle leçon à tirer des faits accumulés depuis 1966. Enfant exceptionnel 11:2:29 juin 1975.

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Les responsables tentent de régler les problèmes des quelques centres d'accueil par une transposition généralisée de programmes ou systèmes puisés dans d'autres pays soumis à des pressions sociales familiales et économiques.

986. Gauthier, Pierre et autres. Y a-t-il une leçon des faits passés? Le jeune en difficulté... Enfant exceptionnel 11:2:7-28 juin 1975.

- * 987. Leduc, Claire. Le Rapport Batshaw - l'école au coeur de la réinsertion sociale des jeunes. Revue scolaire 27:2:24-25 oct. 1976.

La réforme fondamentale proposée par le Rapport Batshaw est l'ouverture de centres d'accueil pour desservir la collectivité. Le centre d'accueil doit devenir une entité administrative offrant un ensemble des services qui permettraient aux jeunes une véritable réinsertion sociale, selon les désirs des auteurs du rapport. À ce traitement qui vise à ce que l'enfant profite pleinement des activités offertes par la société en y participant pleinement, les auteurs du Rapport Batshaw associent la famille d'un côté, l'école de l'autre. La réadaptation scolaire fait partie intégrante de la réinsertion sociale.

988. Leduc, Claire. Le Rapport Batshaw et ses implications pour le milieu scolaire. Enfant exceptionnel 12:3:1-10 sept. 1976.

Le mandat du Comité du Rapport Batshaw est de faire une étude de la situation des 5,000 jeunes en centres d'accueil et d'évaluer les moyens utilisés pour la rééducation et l'insertion sociale de ces jeunes. Les trois étapes d'un plan de réinsertion scolaire élaboré par le centre d'accueil et l'école sont les suivantes:

- 1) évaluer les besoins de l'enfant;
- 2) déterminer les buts et les objectifs;
- 3) tracer le programme de réinsertion sociale.

989. Lévesque, Denis R. L'évolution des services à l'enfance exceptionnelle dans les écoles séparées françaises d'Ottawa. Edmonton: Edmonton Catholic School District, 1975.

Cette étude trace l'évolution des services à l'enfance exceptionnelle dans les écoles séparées françaises d'Ottawa de 1934 (origine) à 1973 et fait état des facteurs qui ont caractérisé cette évolution.

- * 990. Marquis, Denis. La problématique de l'égalité des chances en éducation. Informeq 37:18 mai 1979.

Le Conseil supérieur de l'éducation tenait à Montréal en mars 1979 une rencontre générale, qui avait pour thème "l'égalité des chances en éducation". Nous retenons les idées de Mme Fournier, vice-présidente de la Commission des droits de la personne: "Pour savoir si l'égalité des chances entre les individus est atteinte, il faut mesurer le succès atteint par les différents groupes. Les échecs ne sont plus dus surtout au manque d'aptitudes ou de volonté, ils sont dus à un ensemble de facteurs dont les structures sociales hiérarchisées, construites autour de certaines valeurs et certains intérêts... Il ne s'agit donc plus d'une éducation centrée sur la compétition entre individus inégalement préparés auxquels "l'égalité de chances" est formellement et artificiellement donnée. Il s'agit d'une éducation progressive qui n'a plus pour effet de coloniser ni de nier l'existence de la majorité des effectifs scolaires, mais qui a pour effet d'habiliter tous les membres d'une société à acquérir la connaissance, à faire la critique de leur environnement et à réussir leur prise en charge personnelle."

- * 991. Ontario: ministère de l'Éducation. L'éducation des enfants requérant des soins particuliers. Ontario Education Dimensions 10:2:8+ fév. 1976.

Un sur dix des enfants d'âge scolaire en Ontario est un enfant inadapté. En vue de satisfaire les besoins de ces enfants, le ministère de l'Éducation élabore sans cesse de nouveaux programmes aussi variés que les circonstances l'exigent.

992. Principales mesures pour une politique d'éducation en milieux défavorisés. Informeq n° 10 fév. 1979.
993. Québec Association for Children with Learning disabilities. Répertoire des ressources: les troubles d'apprentissage: où trouver l'aide au Québec. Montréal: 1977. 201 p.
994. Québec: ministère de l'Éducation. L'école québécoise: énoncé de la politique et plan action: l'enfance en difficulté d'adaptation et d'apprentissage. Québec: ministère de l'Éducation, Service général des communications, 1978.
995. Ranger-Durocher, Nicole. Étude de la situation actuelle de l'enfance en difficulté d'adaptation et d'apprentissage au Québec en fonction des effectifs scolaires. Thèse de maîtrise, Université de Montréal, 1975.
- * 996. Règlement relatif à l'exception du chapitre VIII de la Charte de la langue française pour les enfants présentant des difficultés

Programmes et services

graves d'apprentissage. (article 81) Informeq n° 24:20
fév. 1978.

Dans cet article, on publie le règlement relatif "à l'exemption du chapitre VIII de la Charte de la langue française pour les enfants présentant des difficultés graves d'apprentissage". On cite aussi toutes les définitions des catégories visées à l'article 2.

997. Rochon, Yves. Le centre éducatif et de plein air La Calèche. Éducation Québec. 8:4:17-18 janv.-fév. 1978.

Le centre éducatif et de plein air La Calèche offre à des garçons en difficulté de 10 à 15 ans un programme clinique d'activités basé sur le mi-temps sportif et le mi-temps scolaire. L'objectif du centre La Calèche est de renormaliser les enfants qu'il accueille afin de leur permettre de réintégrer un milieu de vie normale. Un nouvel objectif pour cette année: la réinsertion sociale des enfants.

998. Tardif, Jacques. La marginalisation par la Charte de la langue française. Apprentissage et socialisation 1:2:2-3 juin 1978.

Réflexion sur les implications du règlement relatif à l'exemption du chapitre VIII de la Charte de la langue française pour les enfants présentant des difficultés graves d'apprentissage et des conséquences pour les enfants. Ce règlement contribuera à l'augmentation du nombre d'enfants en difficulté au Québec puisqu'une telle reconnaissance de "difficulté" garantit la scolarisation dans la langue anglaise.

- * 999. Thibert, Clément. L'éducation spéciale au Québec; hier et aujourd'hui. McGill Journal of Education 14:3:275-288 automne 1979.

Dans cet article, dont l'objectif principal est de décrire des attitudes et des faits contemporains de l'histoire de l'éducation spéciale au Québec, l'auteur a cru utile de rappeler brièvement et de relier ensemble les divers moments qui ont ponctué cinq décennies de développement en éducation spéciale. Il a choisi de limiter la courte histoire de l'éducation spéciale au Québec à trois périodes principales, chacune paraissant posséder suffisamment de caractéristiques communes pour rendre l'étape significative.

1000. Tremblay, Francine B. Projet de recherche DEDAPAM; résumé du rapport de 1973-1974. Montréal: Commission des écoles catholiques de Montréal, Bureau de psychologie, 1976. 16 p.

Stéréotypage, classification et attitudes

- *1001. Trottier, Claude. Le document du ministère de l'Éducation sur les milieux défavorisés (un travail inachevé). Éducation Québec 6:34-39 mars 1976.

Les commentaires des enseignants de la Faculté des sciences de l'éducation de l'Université Laval sur le document publié par le ministère de l'Éducation du Québec "Éducation et développement: une approche aux interventions d'éducation en milieux défavorisés".

STÉRÉOTYPAGE, CLASSIFICATION ET ATTITUDES

1002. Albert, Roland L. Bio apprentissage et la compétence biologique humaine vis-à-vis l'apprentissage. Enfant exceptionnel 12:41:28-30 déc. 1976.

Dans cet article, on donne plusieurs définitions du mot compétence. En somme, la compétence serait le passage d'un état dynamique bien à un état dynamique meilleur.

1003. De Grâce, L. Mésadaptation positive et actualisation. Enfant exceptionnel 10:1:23-27 mars 1974.
1004. Horth, R. L'inadaptation scolaire: un phénomène social. Montréal: Université de Montréal, 1973. 170 p.
1005. Sabourin, J.-P. L'enfance exceptionnelle face à l'école et à la famille. Revue scolaire 24:4:6-9 déc. 1973.

B. ENFANCE EN DIFFICULTÉ - GROUPES PARTICULIERS

ADOLESCENTS À FAIBLE RENDEMENT

1006. Blazina, Vesna. Bibliographie sélective sur la rééducation.
Criminologie 11:1:80-86 1978.

Sélection des publications récentes sur la rééducation
préparée par le groupe de recherche sur l'inadaptation
juvénile de l'Université de Montréal.

- *1007. Boulay, G. Le Centre Bel-Essor de la C.R. de Chambly; une école à
aire ouverte pour les enfants en difficulté d'adaptation.
Éducation Québec 5:7:4-6 avril 1975.

Voilà quelque chose pour les enfants dits semi-éducables. On
adopte le concept de l'aire ouverte (cinq classes de huit
élèves). On utilise les techniques de l'audio-visuel au
maximum. Pour parvenir à ces fins il faut individualiser
l'enseignement, promouvoir le travail en sous-groupes, et le
travail d'équipe chez les professeurs. Gamma, c'est un projet
de formation des maîtres dans le milieu, qui réduit le plus
possible le fossé qui existe entre l'université et le milieu
auquel elle prépare.

1008. Claes, M., et R. Salme. La motivation à l'accomplissement et
l'auto-évaluation des performances en relation avec le rendement
scolaire. Canadian Journal of Behavioral Science 7:4:397-410
oct. 1975.

L'analyse de l'auto-évaluation, dans les tâches scolaires et
non scolaires de deux groupes d'adolescents surproductifs et
sous-productifs montre un comportement différentiel des deux
groupes. Les sujets à faible rendement scolaire manifestent
a) une certaine tendance à l'auto-critique;
b) une plus grande inconsistance dans les réponses; et
c) une plus grande difficulté à évaluer leurs performances
avec justesse. Leur auto-évaluation est moins adéquate; cela
semble être lié à une faible intériorisation des standards
d'excellence relatifs aux tâches demandées. L'anxiété
situationnelle ne différencie pas les deux groupes, par
ailleurs différents quant à l'expression du besoin
d'accomplissement. Cette recherche confirme l'importance des
mécanismes cognitifs de contrôle de la tâche comme
déterminants motivationnels de l'activité scolaire. Les
auteurs estiment que ces mécanismes, approchés par le biais du
comportement auto-évaluatif, pourraient compléter la théorie
du besoin d'accomplissement pour expliquer le déficit
motivationnel des élèves à faible rendement scolaire.

Défavorisés socio-économiques

1009. Morin, Lisette. À la Commission régionale du Bas St-Laurent, une chance pour tous de se débrouiller dans la vie. Éducation Québec 6:5:18-19 janv.-fév. 1976.

Les deux principaux programmes de la Commission sont la formation des aides (F.D.A.) et la formation par ateliers (F.P.A.). Les deux centres d'intérêt sont la monographie de travail et la monographie de vie. L'expérience que poursuit Jacques Watts avec l'équipe d'une cinquantaine de personnes qui l'entourent a pour but de constituer pour les enfants en difficulté d'apprentissage qui sont à l'âge de l'adolescence, un tremplin indispensable vers le marché du travail.

1010. Schwartz, Geraldine et autres. Programme pour développer la compétence en lecture et le rendement scolaire chez les étudiants dangereusement faibles du Collégial. Rapport final - phase 1.

DÉFAVORISÉS SOCIO-ÉCONOMIQUES

- *1011. Aubert, Nicole. Milieux défavorisés: des disparités importantes entre les régions du Québec. Informeq n° 25:9 mars 1978.

La Direction des politiques et plans, Secteur de la planification du ministère de l'Éducation, a préparé un document qui identifie les disparités des milieux défavorisés. Pour identifier ces secteurs, on a retenu un certain nombre de facteurs, tels que le niveau de revenu, qui semblaient bien décrire les caractéristiques inhérentes aux milieux défavorisés.

1012. Baillargeon-Gauthier, Madeleine. La compréhension du langage de l'enseignant pour des enfants de statuts socio-économiques différents. Thèse de doctorat, Université Laval, 1978. 90 p.
1013. Beaulieu, N. L'éducation dans les milieux défavorisés; expériences américaines et québécoises. Information Québec 14:9-13+ juin 1975.
- *1014. Bonnier-Tremblay, F., et autres. Étude du développement d'enfants de milieux défavorisés et d'âge scolaire. Prospectives 10:1:24-29 fév. 1974.

Le projet de recherche Dedapam avait comme mandat d'évaluer l'effet des maternelles, pour des enfants de 4 ans de milieux défavorisés. On établit une maternelle et la création d'un programme spécial de maternelle toute la journée pour enfants de 5 ans. Le but de la maternelle était de compenser les déficiences éventuelles des enfants de milieux défavorisés. Il importait avant tout d'analyser la nature de ces déficiences. Les résultats principaux sont les suivants: pas de déficience ou de carence chez les enfants de milieux

Défavorisés socio-économiques

défavorisés; mêmes progrès réalisés de la première à la deuxième évaluation que les enfants fréquentant ou non la maternelle à 4 ans.

1015. Brazeau, H., et J.D. de Bellefeuille. Ensemble, nous le pouvons. Éducation et société 4:5:9+ sept. 1973.
1016. Caouette, Charles E., et Gérard Bourdeau. Recherches sur la psychologie de l'enfant de milieu défavorisé: rapport-synthèse. Montréal: Conseil scolaire de l'île de Montréal, 1975. 68 p.
1017. Commission des écoles catholiques de Montréal. Groupe de travail sur les écoles situées en milieux socio-économiquement faibles. Analyse éducative en milieux socio-économiquement faibles. Montréal: La Commission, 1975. 2 vol.
1018. Coulombe, Françoise. Action éducative en milieu socio-économiquement faible, une étude comparative. Montréal: Commission des écoles catholiques de Montréal, 1975. 50 p.
1019. Depatie, Raymond et autres. Identification des écoles fréquentées dans une large mesure par des enfants de milieux défavorisés: rapport sur les écoles défavorisées de l'île de Montréal. Montréal: Conseil scolaire de l'île de Montréal, 1975. 46 p.
- *1020. Desruisseaux, Robert. Principes d'une politique de développement. Revue scolaire 26:2:6-9 oct. 1975.
- Une discussion du livre blanc préparé en 1975 par le ministère de l'Éducation du Québec intitulé "Éducation et développement: une approche aux interventions d'éducation en milieux défavorisés".
1021. Fortin, Nicole et Robert Letendre. Problèmes scolaires des enfants en milieux défavorisés: perspectives psycho-pédagogiques. Montréal: Université du Québec à Montréal, Centre de recherche en didactique, 1975. 49 p.
1022. Gauthier, Yvon. L'activité symbolique et l'apprentissage scolaire en milieux favorisés et défavorisés. Montréal: Presses de l'Université de Montréal, 1977. 186 p.
1023. Lapierre, B. École et l'enfant en milieu défavorisé: un échec. École coopérative 24:5-17 janv. 1974.
- *1024. Laforce, Gilles et Claude Hébert. L'éducation en milieux défavorisés. Éducation Québec 6:3:14-19 nov. 1975.
- Trois entrevues avec des personnes-ressources qui ont participé à l'étude sur l'éducation en milieux défavorisés au Québec.

Enfants ayant des troubles d'apprentissage

1025. Leblanc, Marc et Bernard Tessier. Les étapes de la rééducation: formalisation et vérification. Criminologie 11:1:24-25 1978.

Les étapes menant progressivement le jeune à une plus grande autonomie.

1026. Leblanc, Nicole. La pédagogie de la responsabilité pour les chômeurs du Québec. Grain 1:1:15-24 oct. 1978.
1027. Leduc, Aimée. Vers un meilleur concept de soi. Apprentissage et socialisation 1:3:23-37 fév. 1978.
1028. Pelletier-Meyland, Diane. Peu de jeunes des milieux défavorisés dans les cégeps. Pédagogie ouverte 34:1-3 fév. 1979.
1029. Rapport du Groupe Inter sur l'accessibilité au cégep des régions et des clientèles défavorisées. Montréal: Fédération des cégeps du Québec, 1977. 55 p.
1030. Tardieu-Dehoux, Charles. L'évaluation et l'orientation des étudiants immigrants haïtiens à Montréal. Thèse de maîtrise, Université Concordia, 1977. 151 p.

DÉFICIENTS EN COMMUNICATION

1031. Arpin, Jacques. La modification des troubles de la parole par le conditionnement opérant et l'imitation. Thèse de maîtrise, Université de Montréal, 1977.
- *1032. Danneguin, C. Y a-t-il des enfants qui parlent mal? Ligne directe 2:15-16 mars-avril 1974.

Y a-t-il des enfants qui parlent mal? C'est ce qu'on est tenté de répondre lorsqu'on étudie les résultats de nombreuses enquêtes sur les causes de l'échec scolaire: en effet, la plupart des redoublements au cours du cycle élémentaire sont dus à des difficultés d'ordre linguistique. Mais que faut-il entendre exactement par "difficultés linguistiques", et quelles conséquences en tirer pour l'enseignement?

1033. Harvey, Maurice. Le mutisme du débile mental gravement atteint: réalité ou fiction? Enfant exceptionnel 10:3:16-22 sept. 1974.

ENFANTS AYANT DES TROUBLES D'APPRENTISSAGE

1034. Charest, Nicole. Mais quand j'écris j'ai un problème. Châtelaine 18:4:37+ avril 1977.

Enfants ayant des troubles d'apprentissage

On signale que plusieurs personnes célèbres ont fait partie de la catégorie d'enfants qui ont de la difficulté à apprendre à lire, à écrire et à compter. Les causes de ce mal du siècle sont encore difficiles à cerner. Quelques facteurs peuvent prédire ce qui entraînera, au moment de la scolarisation, une difficulté d'apprentissage. Les troubles physiologiques influent sur l'apprentissage scolaire et l'éducation familiale peut être une cause de difficulté d'apprentissage de l'enfant. Les symptômes: son langage, sait-il distinguer sa droite de sa gauche? Arrive-t-il à expliquer les rapports de position d'objets ou de personnes placés en face de lui? Le dépistage précoce évite bien des déboires ultérieurs. L'enseignant accepte-t-il l'apport des parents? L'école corrige lentement ses erreurs. Il faut voir la dyslexie avec d'autres yeux.

1035. Hudon, Robert. La signification des déficits scolaires précoces chez l'enfant ou plus particulièrement les troubles spécifiques de l'apprentissage scolaire. La vie médicale au Canada français 5:12:1298-1303 déc. 1976.

L'étiologie des troubles d'apprentissage serait notamment le facteur neurologique, les troubles de la notion d'espace et de temps, l'hérédité, le facteur affectif. Le pronostic du traitement des enfants ayant des problèmes d'apprentissage scolaire varie selon le degré de l'atteinte et aussi en fonction de la précocité du dépistage.

1036. Latreille, Pierre. La dyslexie et ses effets. Actualité 15:3:26-28 mars 1975.

On décrit brièvement la dyslexie, le dépistage, les troubles de scolarisation et de personnalité. Les parents livrent leurs témoignages.

- *1037. Pérusse, Michèle. Un programme de rééducation qui a fait ses preuves. Éducation Québec 7:3:20-21 janv. 1977.

But du programme de rééducation à la Régionale Meilleur: assurer, par un support pédagogique adapté, un rattrapage réel aux enfants de niveau secondaire atteints de troubles de dyslexie et de dysorthographe. Après une année de fonctionnement auprès de jeunes considérés comme irrécupérables, l'évaluation du projet a été suffisamment concluante pour qu'on l'adopte en permanence. La collaboration des parents et la sensibilisation de tous les agents éducateurs ont constitué des facteurs indispensables pour la réussite du projet.

Handicapés mentaux

1038. Poulin, G.S. Rééducation de la dyslexie; solution auditive à un problème auditif. Éducation et société 5:4:8-9 mai 1974.

Madame Lucie de Vleen crée un système et une méthode pour remédier au problème de la dyslexie. Le processus peut être plus ou moins long comme toujours quand il s'agit de remplacer une habitude mauvaise par un comportement amélioré.

- *1039. Rodrigue, Aurélien. Étude sur les élèves en troubles graves d'apprentissage. Informeq n° 23 19 janv. 1978.

L'article résume une étude qui a porté particulièrement sur quatre dimensions de la situation des élèves en troubles graves d'apprentissage: le portrait type de l'élève en troubles graves d'apprentissage, ses caractéristiques, attitudes et réactions. La nature, la fréquence et le moment d'apparition des difficultés auxquelles se butent ces élèves sont également étudiés. Les auteurs de l'étude mettent surtout l'accent sur les mesures préventives. Ce rapport de recherche a été reprographié par l'Éditeur officiel du Québec sous le code 51-4003.

ENFANTS DOUÉS

1040. Simon-Delchevalerie, F. Les enfants surdoués. Orientation professionnelle 12:1:76-84 printemps 1976.

Définition de l'enfant surdoué: 1) Le point de vue intellectuel; 2) Le point de vue motivationnel; 3) Le point de vue socio-culturel et éducationnel. Les problèmes des enfants surdoués: 1) Isolement; 2) Perturbations des relations sociales; 3) Sentiment d'infériorité; 4) Indépendance et intolérance; 5) Négativisme; 6) Paresse; 7) Relations entre l'intelligence supérieure et les troubles émotionnels et caractériels.

HANDICAPÉS MENTAUX

1041. Amon-Annett, Louise. Le fil d'Ariane. Vision 2:20:26-28 automne 1975.

Grâce à une expérience d'éducation artistique auprès des déficients mentaux depuis 1959, l'auteur fonde en 1970 l'atelier "Le fil d'Ariane" pour jeunes adultes déficients mentaux.

1042. Beaulieu, Ginette. Des services éducatifs à domicile. Revue scolaire 28:3:16-17 janv. 1978.

Expérience mise sur pied à la Commission scolaire de la Pocatière et qui fournit aux handicapés mentaux des services éducatifs à la mesure de leurs besoins, en regard de leur niveau de développement propre. On explique le plan de travail et les moyens utilisés pour favoriser l'acquisition de connaissances chez le handicapé. Le bilan de l'expérience est jusqu'ici très positif et les parents collaborent étroitement.

1043. Bellemare, Pierre. Loisirs et culture, ils sont des nôtres... les jeunes déficients. Vidéo-presse 9:10:30-33 sept. 1979.
1044. Borne, Christiane S. Application de la méthode rogerienne à une classe de déficients mentaux légers, au sein du système québécois actuel. Enfant exceptionnel 11:3:26-33 sept. 1975.
1045. Boucher, Madeleine. Intégration psychologique en éducation sexuelle du déficient mental. Déficiência mentale 26:3:57-58 juil. 1976.

L'expérience de Mme Madeleine Boucher dans l'enseignement auprès des déficients mentaux l'amena à vouloir élaborer un programme d'éducation sexuelle qui apporte à ses enfants autre chose que de l'information. Le programme contient une description détaillée des méthodes et techniques employées; il ne consiste pas en une programmation bien structurée. Ceci pour laisser toute liberté à l'éducateur d'utiliser en temps voulu les techniques de son choix en faisant référence à ses besoins, à ses motivations et à ceux de son groupe. Ce programme a été expérimenté auprès d'une cinquantaine de garçons et filles, de 13 à 18 ans.

1046. Brodeur, Raymond. L'inadapté déficient mental et la dimension spirituelle: implications en situations pédagogiques. Thèse de maîtrise, Université Laval, 1977. 121 p.
1047. Bureau, Jules. Identité sexuelle et débilité mentale. Enfant exceptionnel 12:2:7-11 juin 1976.
1048. Charbonneau, Michelle. Les effets de l'apprentissage, de l'attention sur l'apprentissage, de discrimination chez les débiles mentaux moyens. Thèse de doctorat, Université Laval, 1975. 170 p.
1049. Cloutier, Gilles. À la recherche de postulats qui permettraient de formuler des hypothèses d'alimentation, des structures cognitives chez des enfants présentant des difficultés de raisonnement logique. Enfant exceptionnel 11:1:17-18,31 mars 1975.

Handicapés mentaux

1050. Coshan, Margaret. Le service social et la déficience mentale. Déficience mentale 29:1:43-48 janv. 1979.

1051. Dupras, André. L'éducation sexuelle du déficient mental au Canada. Enfant exceptionnel 12:2:2-6 juin 1976.

Plusieurs types d'organismes bénévoles peuvent être engagés dans des services en sexologie pour handicapés mentaux dans chaque province canadienne: ces fédérations en planification familiale qui peuvent être sollicitées pour donner des services en éducation contraceptive et sexuelle aux déficients mentaux et se dévouent à promouvoir le bien-être individuel et social des handicapés mentaux.

1052. Dupras, André et Réjean Tremblay. Les parents et l'éducation sexuelle des enfants exceptionnels. Enfant exceptionnel 11:1:1-17 mars 1975.

La validité des craintes des éducateurs spécialisés et des administrateurs scolaires envers les réactions des parents face à un projet d'éducation sexuelle pour leurs enfants inadaptés.

1053. Dupras, André et Réjean Tremblay. La délinquance sexuelle chez les déficients mentaux. Enfant exceptionnel 12:2:12-17 juin 1976.

*1054. Fournier, Cécile. Expérience d'éducation sexuelle scolaire chez six groupes de déficients mentaux. Déficience mentale 26:3:49-53 juil. 1976.

Deux enseignants racontent la méthode pédagogique adoptée ainsi que les moyens didactiques employés pour les cours d'éducation sexuelle.

1055. Garric, Jean-Pierre. Le développement des habiletés manuelles, facteur d'intégration au travail. Enfant exceptionnel 11:1:19-20 mars 1975.

1056. Guilbault, Camille. Foyer de groupe: ouverture sur le milieu et mesure d'avenir (le centre d'accueil, artisan de sa propre évolution). Déficience mentale 27:3:45-59 juil. 1977.

1057. Herry, Marc et Aimée Leduc. Le renforcement positif de la participation active d'enfants débiles mentaux moyens aux séances d'éducation physique. Apprentissage et socialisation 1:2:5-12 juin 1978.

Dans quelle mesure l'application du procédé de renforcement positif peut-il augmenter la participation active d'enfants débiles mentaux moyens aux séances d'éducation physique? Un

Handicapés mentaux

maître en exercice dans un gymnase peut-il être aussi
l'observateur et l'expérimentateur d'une étude scientifique?

1058. L'Institut national pour la déficience mentale. Enfants ayant des besoins spéciaux dans les garderies: un guide d'intégration. Ottawa: ministère de la Santé et du Bien-être social, 1979. Pagination variée.
1059. Jacobs, J. Actualisation de soi et la déficience mentale. Déficience mentale 26:4:3-8, 47-52 oct. 1976.
1060. Johnson, Margaret Anne. Déficience mentale: l'éducation des enfants d'âge préscolaire: guide pratique pour les parents. Montréal: Libre expression, 1978.
1061. Jomphre, Raoul. Enseignement religieux s'adapte aux débiles légers. Informeq 8:3 juin-juil. 1976.
1062. Laberge, Lise. Mieux connaître les mongoliens et réévaluer "sa" normalité. Éducation Québec 8:5:25-27 mars 1977.

La Polyvalente de Donnacona de la Commission régionale Tardirel accorde une attention spéciale aux mongoliens. Objectifs du programme d'action des éducateurs spécialisés: l'autonomie et la communication. Principaux points d'action du programme: rendre l'enfant mongolien capable d'un minimum de fonctionnement normal, briser son isolement, lui faire acquérir des notions fondamentales comme les formes, les couleurs, la localisation et l'expression par le langage et lui donner les bases élémentaires de l'arithmétique et de l'écriture. Les arts plastiques et le jeu: des formes d'expression qui leur sont plus accessibles.

1063. Lafontaine, Joan. Expériences bouleversantes de Justin Bournival. Déficience mentale 26:4:41-45 oct. 1976.
1064. Lafontaine, Raymond. Une approche génético-scolaire de l'inadaptation. Enfant exceptionnel 12:3:11-26 sept. 1976.
1065. Larneau, N. Pédagogie de l'effort. Enfant exceptionnel 10:4:13-15 déc. 1974.
1066. Leduc, H. Un modèle d'une démarche d'apprentissage. Enfant exceptionnel 10:4:14-16+ déc. 1974.
- *1067. Legault, Christine. La sexualité et l'amour vus par dix jeunes femmes déficientes. Déficience mentale 26:3:54-56 juil. 1976.

L'expérience décrite dans le présent article a été faite en janvier 1974 grâce à la participation de dix jeunes femmes mentalement déficientes, dont le Q.I. s'échelonne entre 50 et

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80 et les âges entre 19 et 33 ans. L'expérience a consisté en une série de trois discussions de deux heures par semaine, puis d'une séance audio-visuelle d'information. Les séances d'information ont été centrées sur l'amour en général, les garçons, la féminité, la naissance, la grossesse et les menstruations. Cette expérience nous a surtout appris que la majorité des jeunes filles n'ont pas besoin d'information sur la sexualité, mais bien d'apprendre à aimer leur propre corps, à s'y trouver bien, à trouver des motifs de fierté dans leur condition de femme.

1068. Marçil, Claude. À Alma vivre ses problèmes au grand jour. Éducation Québec 7:8:19+ juin 1977.

1069. Mercure, Paul. Intégration des services aux inadaptés. Déficiência mentale 26:2:44-45 avril 1976.

1070. Not, Louis. Oligophrénie et l'éducation sexuelle. Enfant exceptionnel 12:2:18-30 juin 1976.

1071. Pelletier, Jacques. Parrainage corporatif. Déficiência mentale 29:1:38-42 janv. 1978.

1072. Perreault, Gaston J. Le déficient face à la normalisation. Déficiência mentale 26:3:62-64 juil. 1976.

Exposé de M. Gaston J. Perreault lors du colloque tenu le 15 mai 1976, sous l'égide du Conseil régional de la santé et des services sociaux. Même si les services de base sont assurés, il fait penser que tous les déficients n'ont pas les mêmes possibilités et qu'il faut en tenir compte. Il faut que ce programme favorise l'ensemble, mais que chaque cas soit analysé individuellement. La normalisation, c'est aussi faire une évaluation sérieuse des services disponibles et instaurer ceux qui n'existent pas.

1073. Poulin, Jean-Robert. Rééducation de type opératoire basée sur l'intériorisation de l'action et appliquée à des enfants déficients mentaux éducatibles âgés de six et sept ans. École des études commerciales de l'Alberta, 1976.

1074. Rojel, Jean-Pierre. Éducation, l'intelligence existe-t-elle? Québec science 18:6:14 fév. 1980.

1075. Savard, Luc. Rééducation de type opératoire basée sur les mécanismes mis en jeu dans la réussite géométrique et appliquée à des enfants déficients mentaux éducatibles âgés de six, sept et huit ans. Thèse de maîtrise, Université Laval, 1977. 101 p.

HANDICAPÉS PHYSIQUES

1076. Cadoret, Diane. Les rendre autonomes, autant que possible.
Éducation Québec 7:4:26-27 janv.-fév. 1977.

La "joie de vivre": une école pour handicapés physiques à Hull qui regroupe 75 enfants de 4 à 8 ans. Particularité de cette école: l'atmosphère et la mentalité des éducateurs désirant rendre les enfants indépendants et autonomes. Description des activités quotidiennes.

1077. Dorion, Jacques. Aux Iles-de-la-Madeleine, "Le camp sourire"
Éducation Québec 6:3:13+ nov. 1975.

Entretien avec Mireille Cyr qui, avec ses compagnes, a mis sur pied dans le cadre de perspective-jeunesse, un projet de camp de vacances pour jeunes handicapés: "Le camp sourire", but et étapes de réalisation de ce projet. Elle décrit les techniques d'animation et les activités mises en branle au camp sourire.

1078. Gagnon, Élie. Le monde normal pour tous. Revue de modification du comportement 8:4:113-116 déc. 1978.

Trois cas d'enfants atteints de maladies génétiques sont décrits afin de démontrer qu'avec une volonté d'agir à la base, une action menée intelligemment grâce à l'emploi de techniques adéquates et constantes ne peut que s'avérer opérante. L'évolution des cas relatés a fait mentir la plupart des prévisions qui ont été faites ou qui auraient pu être faites par des gens habitués du secteur.

1079. Guindon, Jeanne. Critères d'évolution vers la maturité chrétienne chez l'inadapté et le handicapé d'aujourd'hui. Église canadienne 11:17:525-530 mai 1978.

La rééducation veut favoriser, en tenant compte du contexte social, le développement intégral de la personnalité du jeune et l'acquisition de son autonomie.

1080. Lafrenière, Joannette Lucie. Édicateur physique face à la société vs. handicapés: intégration au désintégration? CAHPER journal 44:2:26-29 nov.-déc. 1977.

1081. Lépine, Ginette. Éduquer avec amour. Montréal: Éditions A. St-Martin, 1976. 236 p.

- *1082. Paquet, André. Les handicapés physiques: le droit à l'éducation. Revue scolaire 27:2:26-27 oct. 1976.

La population en général, les administrateurs scolaires et les commissaires d'écoles sont peu sensibilisés aux problèmes des handicapés physiques. Il existe un manque de ressources disponibles, tant au ministère de l'Éducation qu'au ministère

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des Affaires sociales, pour faire de la recherche et des expériences en matière de réadaptation. Plusieurs parents font preuve de méfiance à l'endroit de l'école publique quant à sa capacité d'intégrer et de socialiser leurs enfants.

- *1083. Pulsifer, R. DB + GV + PIL = WOW. Entre nous 7:1:10+ oct. 1974

Denis Blanchette est un paraplégique lié à un fauteuil roulant à la suite d'un accident de la route. En septembre 1973, Denis se retrouve à l'Institution Georges-Vanier, pour y travailler. En décembre, on apprend avec joie l'approbation d'une demande de subvention pour un projet dans le cadre du Programme d'Initiatives Locales. Puis, juste avant Noël, Denis apprend qu'il recevra un salaire rétroactif au mois de septembre - récompense bien méritée.

1084. Québec: ministère de l'Éducation. Direction générale du développement pédagogique. Adaptation scolaire, cahier de documentation, répertoire analytique I -- Handicapés physiques. 1979. 110 p.

Cette publication s'adresse de façon particulière aux coordonnateurs ou conseillers en adaptation scolaire.

- *1085. Ribeyron, M.T. Une école au coeur de l'hôpital. Éducation Québec 5:10:15-16 juil.-août 1975.

Cette initiative permet à des enfants immobilisés entre les murs d'un hôpital de ne perdre aucun temps scolaire. De retour chez eux, ils peuvent reprendre leurs classes au même point que les enfants de leur âge. Trop souvent, on juge les enfants handicapés physiquement inaptes à tout apprentissage. Nous nous apercevons qu'ils peuvent apprendre autant que les autres enfants. Évidemment, il faut employer des méthodes spéciales et souvent en essayer plusieurs avant de tomber sur la bonne.

1086. Savard, Joseph. Du soutien professionnel des handicapés sur un "plateau de travail". Orientation professionnelle 12:1:62-67 printemps 1976.

1087. Savard, Joseph. Stratégie en vue de l'embauche des handicapés et débouchés éventuels pour les paralysés cérébraux aptes à intégrer le marché du travail régulier. Orientation professionnelle 11:2:124-137 avril 1975.

L'analyse des tâches susceptibles d'être accomplies par les différentes catégories d'handicapés et les débouchés éventuels pour les paralysés cérébraux aptes à intégrer le marché du travail.

Handicapés sensoriels

1088. Trifiro, Hélène. Exposition au Centre St-Urbain. Vision
n° 16:7-9 automne 1974.

Exposition de chiens au Centre St-Urbain pour handicapés physiques. On mentionne les activités qui ont découlé de cette étude.

HANDICAPÉS SENSORIELS

1089. Arsenault, Marie-Paule et Claude Chatelain. Groupement d'étude aux handicapés de la vue. Enfant exceptionnel 11:1:21-23 mars 1975.

Dans l'article on cite les thèmes et les conclusions du groupement d'étude aux handicapés de la vue, lors du Congrès du Conseil du Québec de l'enfance exceptionnelle: la participation des parents, les organismes existants et les services offerts aux handicapés visuels du Québec.

1090. Bélanger, Sylvie. A l'école Saint-Vincent de la C.R. Jean-Talon; des handicapés visuels dans le monde des voyants. Éducation Québec 5:13-14 mai 1975.

1091. Cartier, J.P. A la poursuite du sigle A.P.E. Enfant exceptionnel 11:3:16-25 sept. 1975.

Le problème du handicapé de la vue et les moyens techniques lui permettant d'atteindre le sigle A.P.E. Autonomie, Productivité, Efficacité.

1092. Davidson, Jain et autres. Manuel à l'intention des parents d'enfants aveugles d'âge préscolaire. Toronto: ministère de l'Éducation de l'Ontario, 1976.

Les suggestions apportées peuvent servir non seulement aux enfants aveugles, mais aussi à tous les enfants qui souffrent de quelque autre trouble visuel. La valeur de ce livre réside dans l'information livrée sur ce sujet; ainsi on explique comment les troubles visuels affectent le développement de l'enfant. On cite plusieurs sources de référence, ainsi que d'autres livres qui offrent des renseignements spécifiques pour différents types d'handicapés.

1093. Dussault, J. L'intégration des sourds en polyvalente. Éducation Québec 5:10:46-47 juil.-août 1975.

Le projet de M. Mongeau et de son équipe est de répertorier en quelque sorte les différents types de surdité et de proposer une intégration subséquente. L'intégration des sourds en polyvalente doit donc se situer selon une perception adéquate de l'enfant à intégrer. Le professionnel qui veut

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intégrer doit respecter la liberté d'action du sourd et de la société, et agir sur les deux séparément ou ensemble. La cohabitation ou campus scolaire donne des résultats. On aperçoit vite l'importance d'une bonne planification.

1094. L'école polyvalente pour eux aussi. Éducation Québec 8:5:16 mars 1978.

Cette année, 45 handicapés visuels et 52 handicapés auditifs, partiellement ou totalement, fréquentent les écoles polyvalentes de Charlesbourg et d'Orsainville, en même temps que des milliers d'autres jeunes de leur âge.

1095. Fournier-Sauvageau, G. Conditions à l'intégration totale ou partielle des demi-entendants. Enfant exceptionnel 10:3:23-24 sept. 1974.

1096. Jeanneret, Renée. Institutions spécialisées pour aveugles sont-elles désuètes? Éducation Québec 4:11-14 fév. 1974.

Dans une entrevue accordée à Éducation Québec, M. Clément Thibert, directeur du Service de l'enfance inadaptée au ministère de l'Éducation, nous a parlé de la volonté du Ministère de procéder à l'intention des écoliers et des étudiants handicapés visuels, et des politiques mises sur pied par le Ministère à cet effet.

1097. Jeanneret, Renée. Intégration des handicapés visuels étudiants à "l'école de tout le monde". Éducation Québec 4:11-14 janv. 1974.

Pour les seuls niveaux collégial et universitaire, d'après les chiffres de l'AHVEQ (Association des handicapés visuels étudiants du Québec), ils sont aujourd'hui plus de 62 aveugles ou demi-voyants dont une dizaine de langue anglaise, qui fréquentent des écoles destinées aux voyants. Ces élèves suivent le programme comme tous les autres élèves et font les mêmes examens et réussissent très bien. Ils sont vraiment intégrés à "l'école de tout le monde".

1098. Paradis, J.B. Quelques appréciations sur des étapes à franchir pour aider l'enfant avec problèmes auditifs à développer le langage. Enfant exceptionnel 10:3:26-30 sept. 1974.

- *1099. Québec: ministère de l'Éducation. Direction générale du développement pédagogique. Adaptation scolaire, cahier de documentation, répertoire analytique 2 -- Handicapés auditifs. 1979. 97 p.

Cette publication s'adresse de façon particulière aux coordonnateurs ou conseillers en adaptation scolaire.

Perturbés affectifs

- *1100. Québec: ministère de l'Éducation. Direction générale du développement pédagogique. Document de sensibilisation - L'enfant handicapé auditif à l'école. 1980. 17 p.

Cette publication s'adresse de façon particulière aux coordonnateurs ou conseillers en adaptation scolaire.

1101. Savard, Joseph. De l'intégration du handicapé visuel sur le marché du travail. Orientation professionnelle 12:3:159-169 automne 1976.

PERTURBÉS AFFECTIFS

- *1102. Bissonnette, Lise. Québec: vers une adaptation à l'inadaptation. Special Education in Canada. 49:3:19 printemps 1975.

De 3 à 5 pour cent des enfants de zéro à dix-sept ans sont, à quelque titre, des "exceptionnels", ce qui représente un bond étonnant au cours de la décennie précédente. Les taux de déficience mentale réelle et des handicapés physiques sont en effet constants. Ce qui est inquiétant c'est la multiplication des mésadaptés socio-affectifs, qui abondent dans les écoles et font naître avec eux une série de classes spéciales.

1103. Boisvert, Jean-Marie et autres. Étude de différentes composantes de l'entraînement à l'auto-instruction chez les schizophrènes. Revue de modification du comportement 5:2:33-43 juin 1975.

Le but de la recherche est d'évaluer l'efficacité de différentes composantes de la méthode d'entraînement à l'auto-instruction sur des schizophrènes en se basant sur celle élaborée par Meichenbaum et Cameron. Les résultats de la recherche prouvent qu'aucune de ces méthodes n'améliore la performance des schizophrènes chroniques dans des tâches d'attention. L'interprétation de ces résultats met surtout l'accent sur l'importance probable du renforcement dans l'entraînement à l'auto-instruction. Résultats donnés en 5 tableaux.

- *1104. Cadoret, Diane. Le cercle magique: un programme de développement affectif et social à la C.R. Vieilles Forges. Éducation Québec 5:8:23-24 mai 1975.

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Il s'agit d'une description du programme "Le cercle magique" destiné aux enfants perturbés du niveau élémentaire. Les éléments clés du programme sont la conscience de soi, la maîtrise et l'interaction sociale.

1105. Comité de préparation du document présenté au Comité d'étude sur la réadaptation des enfants placés dans les centres d'accueil. La prise en charge des jeunes en difficulté d'adaptation sociale et affective. Enfant exceptionnel 11:2:1-76 juin 1975.

1106. Cusson, Maurice. La resocialisation du jeune délinquant. Montréal: Presses de l'Université de Montréal, 1974. 160 p.

On fait le bilan de plusieurs recherches réalisées dans les institutions québécoises de resocialisation. Quelques mesures sont suggérées comme solutions à la crise que traversent actuellement un trop grand nombre de délinquants dans les "centres d'accueil".

1107. Fournier, Monique. L'éducation du sens rythmique musical chez l'enfant mésadapté socio-affectif et ses effets sur ses performances en lecture. Thèse de maîtrise, Université de Montréal, s.d.

1108. Gauthier, Pierre, et autres. La place des centres d'accueil dans le réseau des services à l'enfance exceptionnelle. Enfant exceptionnel 11:2:30-43 juin 1975.

L'énumération des centres d'accueil et autres services offerts à l'enfance exceptionnelle: hôpital psychiatrique, centre d'accueil de réadaptation, centre d'accueil de transition, centre psycho-pédagogique, foyers de groupe et foyers nourriciers. On cite les propositions formulées par le Conseil du Québec de l'enfance exceptionnelle sur les foyers nourriciers.

1109. Jodoin, Colette. Institution - thérapie et loisirs. Loisirs plus 64:40-42 déc. 1977.

Le rôle de l'éducateur face aux enfants à problèmes d'un centre psychiatrique pour des jeunes de 3 à 7 ans. Les activités et les loisirs facilitent la guérison d'un enfant présentant des problèmes psychologiques.

- *1110. Martin, Claude. Identification précoce des enfants émotivement perturbés: est-ce toujours justifiable. Éducation Canada 16:36-41 hiver 1976.

L'auteur tente d'expliquer les raisons majeures du malaise qui envahit présentement le monde de l'éducation spéciale et propose un modèle behavioriste, le "Madison School Plan",

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comme solution de rechange. L'objectif du "Madison School Plan" est de rendre les enfants prêts à fonctionner en classe régulière et, une fois qu'ils y sont, de faire en sorte qu'ils y restent.

1111. Pilon, Marie-Andrée. Quand mère nature devient "prof." Camping, caravanning, plein air 2:6:8-11 sept. 1975.

Dans le cadre d'activités para-pédagogiques optionnelles du Pavillon Lionel Groulx de la Cité des jeunes de Vaudreuil, des enfants socio-affectifs ont participé durant 6 semaines au projet, aux étapes d'installation, d'initiation à la forêt et aux techniques de secourisme qui se sont terminées par 74 heures en plein air. Walter Guillery, principal du Pavillon Lionel Groulx, analyse les résultats.

1112. Trudel, Gilles. Modification du comportement en milieu clinique et en éducation. Montréal: Association des spécialistes en modification du comportement, s.d. 71 p.

C. ENSEIGNANTS À L'ENFANCE EN DIFFICULTÉ

FORMATION

1113. Belpaire, François. L'étude de la validité d'une batterie de présélection de candidats-éducateurs auprès des adolescents mésadaptés. Enfant exceptionnel 11:4:26-33 déc. 1975.
- *1114. Corporation des enseignants du Québec. Étude sur la formation et le perfectionnement des enseignants de l'enfance inadaptée dans les différents centres universitaires du Québec. Québec: Corporation des enseignants du Québec. 1973. 73 p.

La présente étude découle de la nouvelle orientation, voulant que de plus en plus d'enseignants oeuvrent ou soient appelés à oeuvrer dans un secteur où les attend une double exigence: celle des besoins particuliers de cette population étudiante très particulière et celle des règlements du ministère de l'Éducation en matière d'attestation. On fait état des difficultés rencontrées par les enseignants face aux programmes existants et aux conditions générales pour y accéder. Ces programmes répondent-ils aux attentes des enseignants et aux besoins du secteur de l'enfance inadaptée? Leur adaptation aux besoins se fait-elle constamment grâce à des modes de relations appropriés des universités avec le milieu scolaire? Existe-t-il une coordination suffisante entre les universités elles-mêmes et avec le milieu scolaire et le ministère de l'Éducation? Telles sont quelques-unes des nombreuses interrogations que soulève ce projet.

1115. Fortin, Blanchette, Marthe et Pierre. Barbès. Expérience pédagogique en éducation spécialisée. Saint-Jérôme: Québec, Cégep de Saint-Jérôme, 1975. 28 p.
1116. Grand'maison, Jacques. Finalement... qui est compétent? Enfant exceptionnel 12:4:2-16 déc. 1976.

Les neuf aspects de la compétence: 1) L'aspect professionnel de la dynamique sociale; 2) L'aspect charismatique; 3) L'aspect touche humaine; 4) L'aspect pédagogique; 5) L'aspect social; 6) L'aspect administratif; 7) L'aspect politique; 8) L'aspect éthique et philosophique; 9) L'aspect maturité. La première tâche d'une compétence commune se traduit par le façonnement d'une pédagogie sociale très près de l'expérience populaire. Cette démarche permet de saisir les multiples enjeux attachés à cette pédagogie.

Rôles et responsabilités

1117. Héroux, H. Projet Ste-Clothilde: projet pilote de formation sur mesure au Cégep de Victoriaville. Victoriaville: 1974. 10 p.
1118. Québec, ministère de l'Éducation, Service général du personnel des organismes d'enseignement. Techniques d'éducation spécialisée: programme 351:00. Québec: ministère de l'Éducation, Service général des Communications, 1975. 16 p.
1119. Thibert, C. La formation professionnelle de l'inadapté, un acte social ou un acte économique? Revue ACELF 3:22-27 oct. 1974.

RÔLES ET RESPONSABILITÉS

1120. Laflamme, Claude. L'école inadaptée ou l'enfance exceptionnelle pour les spécialisations. Apprentissage et socialisation 1:1:5-12 mars 1978.

Le taux d'inadaptation scolaire est plus élevé chez les enfants originaires des milieux ouvriers que chez ceux des milieux favorisés. On décrit le rôle de l'école dans la production des enfants exceptionnels et le rôle du spécialiste comme agent "légitimateur" de l'inadaptation scolaire. On peut se demander si le spécialiste ne recherche pas l'inadaptation pour justifier et maintenir son statut dans l'école.

1121. Reid, Gaetan. Éditorial. Enfant exceptionnel 11:3:1 sept. 1975.
1122. Richard, Jacques. Intervention professionnelle d'un conseiller d'orientation en milieu psychiatrique. Orientation professionnelle 11:4:381-389 oct. 1975.

Dans l'article on décrit le travail du conseiller en orientation en milieu psychiatrique, la réhabilitation professionnelle des patients, l'évaluation de leurs potentialités, les difficultés rencontrées par les conseillers en orientation et les perspectives d'avenir.